

Indirect Learning Strategy with Sociodrama Learning Method in Mathematics Subject

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Abstract

A teacher must be able to adapt to changing conditions and keep up with developments in the field. Teachers are expected to help improve the learning environment and make learning activities more meaningful by using new strategies. Therefore, there is no sense of boredom, monotony, or saturation during the teaching and learning process. Teachers can choose innovative learning strategies based on the subject matter they teach from various models and types. The method used in this article is descriptive analytic, namely by describing the theories according to experts. Then the author analyses it to find the similarities between the two, in learning mathematics not many have used the sociodrama method. Besides learning mathematics requires high concentration, it tends to be difficult to combine arithmetic material with drama. The design this time the teacher formed a method of learning mathematics on the material of large integers with sosiodrama (playing markets) or buying and selling in the market. In its implementation, sociodrama learning can foster students' creativity by involving them in the preparation of scenarios and dialogues. In learning mathematics, not many have used the sociodrama method. In addition to learning to hone their large whole number calculations, they learn to be careful in looking at the price list. They learn to act out their roles well and even learn to bargain for goods.

Keywords: Learning Strategy, Socio-drama, Mathematics

Introduction

Teachers are fully responsible for the success of a learning activity. Furthermore, a teacher must prepare everything related to learning that develops, with careful preparation; the educational experience will run well and get normal results. To maximize student success, a teacher must have the right learning strategy. If the students he teaches are able to receive and understand the material, then the teacher is successful. In order for students to be able to understand and accept the material as a whole, teachers must use the right learning strategies, also the learning atmosphere will seem more fun and more lively. These tactics are usually found in innovative learning strategies because teachers can more effectively engage students in the learning process by using innovative strategies. Educators are individuals who are proficient in their fields. Since an educator can best deliver learning materials, he/she must have

competence and effective teaching methods (Fanzuri, 2022). Innovation in learning can be seen from various aspects, such as innovation in learning models, methods, strategies, media, teaching aids, and so on (Arif & Mahmudah, 2022).

In carrying out their responsibilities as teaching staff, it will be a serious problem if a teacher does not have expertise and methods that are qualified in their field. A teacher must be able to choose the right learning strategies and methods in delivering subject matter in addition to having good competence and methods. To achieve the most extreme learning points and goals, a great directing technique is needed, which can be called an educating strategy.

Learning strategies are often used interchangeably with teaching methods. In general, strategy is defined as an understanding of a series of actions to achieve predetermined teaching and learning objectives. Meanwhile, teaching strategies can be understood as a general pattern of activities carried out by teachers and students to achieve the goals that have been outlined (Melinda, 2019).

By using strategies chosen based on previous learning outcomes, these objectives are applied to every learning activity. A teacher must be able to adapt to changing conditions and keep up with developments in the field. Teachers are expected to help in improving the learning environment and making learning activities more meaningful by using new strategies. So that there is no sense of boredom, monotony, or saturation during the teaching and learning process. Instead, student learning will be more exciting, varied and fun.

Teachers can choose innovative learning strategies based on the subject matter they teach from various models and types. Similarly, an educator in choosing a learning system also focuses on the learning objectives, the learning office and the state of the learners. As a result, the learning strategy will be implemented and will work as expected.

Results and Discussion

1. Learning Innovation

According to the Big Indonesian Dictionary (KBBI) the word "innovation" means the introduction of new things or renewal". Innovation also means new discoveries that are different from existing or previously known ones (ideas, methods, or tools). So innovative learning can be interpreted as learning that uses new strategies or methods resulting from its own discovery or applies new methods found by experts and is designed in such a way as to create conducive learning.

In order for the learning that has been designed and arranged to provide maximum results and in accordance with expectations, the subject teacher must choose innovative learning strategies to deliver learning materials to students. To

know what kind of imaginative system to be applied, it must first be understood the significance and signs of learning progress. So it can be understood that a teacher's innovation in the learning process is a new strategy or a step taken strategically by a teacher to fulfil his responsibility in communicating knowledge effectively. Teachers can deliver by incorporating innovative learning methods. Illustrations with the greatest, and generally welcomed by students. Types of Learning Innovations include:

When viewed from the above indicators, it can be understood that the adjustment of the progress cycle, there are two kinds of progress, namely:

- a. External innovation, which is usually managed by the research and development department and carried out on a large scale by experts in the field. These external innovations are often applied in financial services institutions and the manufacturing sector.
- b. Internal innovation is the process of making small changes and implementing them (Kamarudin, 2018).

2. Indirect Learning Strategy

Strategy comes from the Latin *Strategia*, which means the art of planning to achieve goals. Strategies according to experts include: *Ferelbrg & Driscoll* (1992) strategies are used in achieving the goal of providing material of various levels to different students, in different contexts (Muhtarom et al, 2020). In the field of education, strategies to achieve the desired goals absolutely require appropriate strategies and planning. Strategies to achieve goals are represented by plans and means. To paralyze an opponent in war, a proper strategy is required. In the field of education, the enemies of every intellectual in the country are stupidity, ignorance, lack of reasoning ability, fading morals, and a host of other enemies that must be defeated at a time when the best performance in every task is required. . Consequently, an educator must have the most effective methods to carry out his responsibilities (Gunawansyah, 2019).

A strategy is a plan, method, or sequence of activities designed to achieve specific educational goals. Therefore, a learning strategy can be seen as a plan with a series of activities aimed at achieving certain educational goals. In order for learning activities to be successful, strategies must be used because they make the learning process easier. The learning process will not be directed in such a way that the learning objectives that have been set will be difficult to achieve optimally; in other words, learning will not take place effectively and efficiently. Learning techniques are very helpful, both for teachers and students (Kamarudin, 2018). Strategies can be a guideline and reference for teachers to follow when conducting systematic learning activities. It can make learning easier for students who use learning strategies because each is made to make

learning easier for students (Chalik, 2021).

Indirect Learning Strategies, Indirect learning shows a high level of student involvement in observation, investigation, drawing inferences based on data, or forming hypotheses. In indirect learning, the teacher's role shifts from lecturer to facilitator, supporter and resource person. The teacher designs the learning environment, provides opportunities for students to engage and if possible provides feedback to students as they conduct their inquiry. Indirect learning strategies require the use of print, non-print materials and human resources.⁸

3. Socio-drama Method

Learning methods can be interpreted as a method used in implementing plans that have been prepared in the form of real and practical activities to achieve learning objectives. There are several learning methods that can be used to implement learning strategies. Learning methods are strategies to realize plans that have been made into concrete actions or practical activities to achieve learning objectives. Learning methods can be put into practice if the learning strategy is still conceptual. In other words, a strategy is a plan on how to accomplish something to achieve a goal. Meanwhile, technique is a *way* used to achieve a *goal* (*a way in achieving something*)⁹. Methods are ways to achieve learning objectives. Several learning strategies can be used in one model or learning strategy (Mulyatiningsih & Sugiyono, 2019).

Drama comes from the Greek word drama which means to do, act, or perform. The purpose of drama is to entertain at its base. Over time drama has a broader meaning, not only aiming to entertain, but also as a forum for channeling fan art aspirations, means of entertainment and means of education (Bintang, 2022).

In Greek drama is a type of action or deed. While dramatic is a type of essay that is shown in behavior, mimic or action. Sociodrama (role playing) comes from the words socio and drama. Socio means social and society refers to social activities, drama-drama means performance or spectacle. Social or society comes from humans who need each other, which is said to be a social relationship (Marno and M. Idris, n.d.).

Sociodrama is a learning method used to express various types of suppressed feelings, through a dramatized so that it can freely express itself orally. This method is a way of mastering learning materials through the development of imagination and appreciation carried out by students by playing them as living or inanimate characters. This game is generally done by more than one person, it depends on what is played (Ahmadi, 2013).

Sociodrama is one of the techniques in group guidance, namely role playing or role playing techniques by dramatizing forms of behavior in social relationships. Sociodrama is a dramatization of the problems that can arise in

relationships with other people, the level of conflict experienced in social relationships (Wingkel, 2004).

4. Pros and Cons of Sociodrama Method

a. Advantages of Socio-drama Method

- 1) Can develop students' creativity (with the role played students can fantasise).
- 2) Foster co-operation between students.
- 3) Cultivate students' talents in drama arts.
- 4) Students pay more attention to the lesson because they are immersed in it.
- 5) Foster the courage to speak up in front of the class.
- 6) Trains students to analyze problems and draw conclusions in a short time (Wingkel, 2004).

b. The disadvantages of the sociodrama method are:

- 1) Sociodrama and role play require a relatively long period of time.
- 2) It requires a high degree of creativity and inventiveness on the part of both teachers and students. And not all teachers have this.
- 3) Most students who are appointed as actors feel shy to require a certain scene.
- 4) If sociodrama and role-play fail, not only does it give a bad impression, but it also means that the teaching objectives are not achieved.
- 5) Not all subject matter can be presented through this method.
- 6) In religious studies, the issue of faith is difficult to present through this sociodrama and role-play method (Sanjaya, 2012).

5. Sociodrama Learning Design in Maths subject

The subject of this lesson is Large Integers. Students will learn multiplication and addition in large numbers. In this lesson, the teacher uses sociodrama method. The teacher will divide the class into 4 groups. Where each group is a merchant with different sales. For example, group 1 (fruit seller) group 2 (fish and meat seller) group 3 (grocery seller) group 4 (stationery seller). Each group will take turns shopping at other stores / other groups.

a. Preparation

At this stage the teacher prepares props and scenarios for the drama.

- Props in the form of price list of corresponding items sold per group.
- pictures of goods to be sold according to the group.
- Sheets of paper for receipts.
- Toy money (if any)

- Whose group will act as the buyer first.
- b. Implementation
- The teacher performs the greeting
 - After the greetings, the teacher checked the attendance of the students with asong to get the students excited.
 - The teacher reflects/repeats the large integer material learnt last week.
 - After that, the teacher divides the students into 4 groups. The technique of dividing groups with a story game.
 - After dividing the groups, the teacher distributed price list sheets and pictures of goods sold to each group.
 - Then the teacher explains the flow of today's role play.
 - After the students are ready, the teacher invites students to play ice breaking first.
 - After that, the role play begins. One group plays the role of buyers. They spread out to 3 groups of sellers and as if they were going to buy some goods.
 - And the group that becomes the buyer is tasked with being a seller as well as a cashier to calculate the amount of money that must be imagined in each purchase without using a calculator. Here each student in the group must serve 1 student so that they can all learn to count. If the seller has difficulty counting, they can work together with the buyer in calculating it.
 - After all the students in the buying group have made the transaction, it is time to take turns with other groups to become buyers.
- c. Evaluation
- After all groups have finished stroking and selling, they will collect their receipts and will be corrected by the teacher.
 - The lesson is closed with reflection and feedback from the students, in the form of suggestions and corrections from the teacher.
 - The lesson is closed with the recitation of *Hamdallah*.

Indirect learning strategy is a learning strategy that shows a high form of student involvement in making observations, investigations, developing inferences based on data. Or in indirect learning the role of the teacher switches to facilitator. Indirect strategy is in line with sociodrama method where students are more involved in learning. The teacher designs the lesson and gives feedback to the students.

In its implementation, sociodrama can foster students' creativity by involving them in the preparation of scenarios and dialogues. Then, it adds

students' confidence because they will act out a role in class and in front of other students. Then it can also train them in group work because by playing a role they will also be involved with other students and must work together so that the drama goes according to design.

In learning mathematics, not many have used the sociodrama method. Besides the fact that mathematics requires high concentration, it tends to be difficult to combine arithmetic with drama. In this design, the teacher creates a method of learning mathematics on large integers with sociodrama (playing market) or buying and selling in the market.

By using this method, students will be trained to count and multiply their friends' shopping items. Those who act as cashiers will count the number of items and multiply them by the price. In addition to learning to hone their large whole number calculations, they learn to be careful in looking at the price list. They also learn to interact as if they were sellers and buyers. Then learn to play the role well and can even learn to bargain for goods. Indirectly they will also learn soft skills, namely selling.

In sociodrama learning, students are active and the teacher only acts as a facilitator and directs them, even in playing drama students are also involved in making scenarios or storylines of conversations and drama content.

Conclusion

Indirect learning strategy is a learning strategy that shows a high form of student involvement in making observations, investigations, developing inferences based on data. The indirect strategy is in line with the sociodrama method where students are more involved in learning. In its implementation, the learning method can be interpreted as a method used in implementing plans that have been prepared in the form of real and practical activities to achieve learning objectives. Learning methods are strategies to realise plans that have been made into concrete actions or practical activities to achieve learning objectives. Sociodrama is a learning method used to express various types of suppressed feelings, through a dramatised so that it can freely express itself orally. Sociodrama is a dramatization of the problems that can arise in relationships with others, the level of conflict experienced in social relationships. sociodrama can foster students' creativity by involving them in the preparation of scenarios and dialogues. In learning mathematics, there are not many who use sociodrama method. In addition to learning to hone their large whole number calculations, they learn to be careful in looking at price lists. They learn to act out their roles well and even learn to bargain for goods.

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