Utilization of *FilmoraGo* Application in Drama Learning in Class XI High School

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Abstract:
Background*: One of the problems found during the learning process in the classroom is the lack of accuracy in the selection of the media used. In fact, the selection and use of the right technology in the learning process is very helpful for teachers in carrying out the learning process, in order to achieve learning objectives. One of the important lessons to pay attention to learning media is drama learning in class XI. Drama learning is still considered a difficult material to teach to students because it requires dramatic skills while most teachers do not have experience in playing drama. To overcome these problems, teachers should be innovative and creative in line with the changing times, especially in terms of providing media.*

One of the learning media in the form of an application is the FilmoraGo application. The FilmoraGo application has an attractive appearance with a wide selection of available features, so that students can independently study, create, and edit videos playing dramas independently. The editing process through FilmoraGo can provide solutions for students when drama learning takes place in a fast and easy time. The use of the FilmoraGo application in drama learning is expected to help and overcome the problem of drama learning in schools, especially to overcome the very minimal allocation of time in drama learning in schools.

Materials and Methods*: The design used in this research is the utilization research with the Assure model. The procedure consists of a six-step research procedure. The implementation of this research was carried out at two schools in Bandar Lampung City, namely SMA N 15 and SMA S Taman Siswa in the 2019/2020 school year. Data collection in this study was carried out by means of documentation, observation, questionnaires, and interviews.*

Results*: The results of this study indicate that (1) the FilmoraGo application is very effective and practical when used as a supporting medium in drama learning; (2) the results of the feasibility of using the FilmoraGo application are feasible to be used to assist teachers in conducting drama learning in class XI SMA with a feasibility score of two teachers at the two research schools 84% and 60 students from two schools 93%.*

Conclusion: *Drama learning media by utilizing the FilmoraGo application is feasible and effective for use in class XI SMA. The feasibility results were obtained from the achievement of the "appropriate" category during the trial use of the application.*

Keyword*: Media; Drama learning; FilmoraGo; Senior High School.*

I. Introduction

One important component in learning is the media. Media basically functions as a tool for teachers in learning activities to achieve the formulated goals. In addition, the use of media in the context of learning in the classroom is also very helpful in order to create more effective learning and attract students' interest in learning.

Along with the times, the use of technology becomes important for teachers to develop in the learning process. Through technology, learning management will become practical and acceptable. The selection and use of the right technology in the learning process is very helpful for teachers in carrying out the learning process, both inside and outside the classroom. This, among others, intends to help improve student achievement. However, in reality not all skilled teachers provide or utilize a media in the context of learning. The tendency of teachers to manage learning without media shows the weakness of the teacher's ability so that it is less attractive and tends to be monotonous. Therefore, to overcome this weakness,

One of the lessons that is quite difficult is learning drama. Drama is still considered difficult and takes a lot of time. As a result, dramas often get less attention from students and even teachers feel shy and less interested in teaching drama. In addition, drama learning is still considered a difficult material to teach to students because it requires drama skills while most teachers do not have experience in playing drama. To

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overcome these problems, teachers should be innovative and creative in line with the changing times, especially in terms of providing media.

One application that can be used as a learning medium is FilmoraGo. The use of this application is expected to help and overcome the problem of learning drama in schools, especially to overcome the very minimal allocation of time in drama learning in schools. The FilmoraGo application is a lightweight application so that it does not burden students to download it to their smartphone. On the other hand, the FilmoraGo application provides an attractive appearance and a wide selection of features available on the menu so that students can independently study, create, and edit videos playing dramas independently.

The *FilmoraGo* application is an application or program designed to make the video editing process easy and simple but has a quality that is quite powerful. The editing process through FilmoraGo can provide solutions for students when drama learning takes place in a fast and easy time. In addition to its lightweight program compared to other applications, FilmoraGo's working interface is also very simple and easy to learn. Even though it looks simple, the editing process in FilmoraGo doesn't override features so the results are still attractive compared to other video applications. For this reason, one of the uses of media in learning is the Android-based FilmoraGo application in learning drama in high school. This is in accordance with the basic competencies in the 2013 revised edition of the curriculum.

Research on *Wondershare Filmora* Software and the use of *Wondershare Filmora* Software for learning media has been carried out by several previous researchers. Orina Isnaeni Al'aliyah (2017) conducted research by developing audio-visual-based video slide media in the form of Wondershare Filmora Software in Learning to Write Procedure Texts for Class VII Students. The results showed that the average learning outcomes obtained by students were 84.6 in the "very good" category. In addition, Erwan Santosa and Kiswoyo also used *Filmora* to develop learning media based on local wisdom for teacher competency skills and writing descriptions of elementary school students for grade 3. The study produced good media with reference to the average student score of 53 "completed" with N- Gain 0.3 "medium".

The research that using the *Filmora* application was also carried out by M. Yusuf and Vina Amilia Suganda. The research is in the form of development research by utilizing *Wondershare Filmora* based on PMRI with the aim of supporting students' mental calculations in social arithmetic problems in junior high schools. The results showed that the level of effectiveness of the N-gain was 0.35 and the student's results increased by an average of 67.73, which means that it has a good potential impact on learning outcomes and student attitudes in the learning process. These data indicate that the research conducted is valid and achieves the expected goals. Then, the *Filmora* application was also used for research on the development of learning media by Fama Gala Tea (2019) in the History Subject of Class X SMA.

The research gap with the use of *Wondershare Filmora* in the realm of drama learning makes this research important to do. This is because drama learning is an important lesson and requires excellent audio and visual. In addition, there is currently a generation update from *Wondershare Filmora* to *Wondershare FilmoraGo*. The features in the Wondershare *FilmoraGo* application are more, complete, and up-to-date. This is certainly good for fluency and its use in learning.

II. Materials and Methods

Drama Learning

Learning in the 2013 curriculum is carried out using a synthetic (scientific) approach. Learning with a scientific approach can be defined as learning designed to increase the role of students actively in constructing concepts, laws or principles through the stages of observing (to identify or find problems), formulating problems, proposing or formulating hypotheses, collecting data with various techniques. , analyze data, draw conclusions, and communicate concepts, laws or principles that are "discovered" (Kemendikbud 2013 in Priyatni, 2014: 96).

Learning cannot be separated from learning tools that must be made by teachers, such as syllabus, lesson plans, and teaching materials. Hosnan, Dipl. Ed., (2014: 100) explains that the learning implementation plan contains several components consisting of: (1) school identity, (2) subject identity, (3) class/semester, (4) subject matter, (5) allocation the time is determined according to the need to achieve KD and learning load by considering the number of hours available in the syllabus and KD that must be achieved, (6) learning objectives are formulated based on KD using operational verbs that can be observed and measured, which includes attitudes , knowledge and skills, (7) basic competencies and indicators of competency achievement, (8) learning materials contain relevant facts, concepts, principles, and procedures and are written in the form of points in accordance with the formulation of competency achievement indicators,

Drama

Drama is an art form that tells stories through the conversations and actions of the characters. Conversation or dialogue itself can be interpreted as action. A drama essentially only consists of dialogue. In the

drama there are staging instructions, but these staging instructions are actually only used as guidelines by the director and the players. Therefore, the dialogue of the characters in the drama is referred to as the main text (hauptext) and the instructions for action are called side texts (nebentext) (Soemanto in Priyatni, 2012: 182).

According to Ahmadi (in Endraswara, 2014: 11) drama comes from the Greek (Ancient Greece) drau which means to do (action) or do something. In French, drama is called drama which means serious play (Soemanto in Endraswara, 2014: 11). According to Endraswara (2014: 11) drama is the art of storytelling in conversation and character acting. It is said to be serious, meaning that drama requires deep and considerate character development.

Drama Structure

According to Priyatni (2012: 185), the building blocks of drama are divided into several elements, namely as follows.
1. Title
2. Dialog
3. Plot
4. Figure
5. Act and Scene
6. Directions

Use of Communication Media and Information Technology in Education

In the field of education, information and communication technology has many roles. Information technology is a conversion of the presentation of information so that its development causes science to become increasingly developed (Mukarom and Rusdiana, 2017: 15). Technology in the management of education and learning is intended to assist the educational process in achieving educational goals.

One component that must be considered in learning planning is the selection of communication and information media in education. This is because the function of the media is very strategic in the implementation of the educational process. The educational process will be interesting and easily understood by students if the teacher designs the media carefully and can use it according to its function (Mukarom and Rusdiana, 2017: 147).

Media are various types of components in the environment of students that can stimulate them to learn (Gagne in Sadiman et al, 2014: 6). Meanwhile, media are all physical tools that can present messages and stimulate students to learn (Briggs in Sadiman et al., 2014: 6). Media, if understood broadly, are humans, materials, or events that build conditions that enable students to acquire knowledge, skills or attitudes (Gerlach and Ely in Arsyad, 2015: 3). Media are all forms of intermediaries used by humans to convey or spread ideas, ideas, or opinions so that the ideas, ideas or opinions expressed reach the intended recipient (Hamidjojo in Arsyad, 2015: 4).

Media in Dramatic Learning

Learning media are everything that can be used to channel messages from the sender to the recipient so as to stimulate the thoughts, feelings, concerns and interests and willingness of students in such a way that the learning process occurs in order to achieve learning objectives effectively (Sukiman, 2012: 29). Kustandi and Suptijono (2013: 8) state that learning media is a tool that can assist the teaching and learning process and serves to clarify the meaning of the message conveyed by the teacher, so that it can achieve learning objectives better and more perfectly. Learning media is a means to improve teaching and learning process activities.

Achsin in Nurhikmah H (2017) that learning media can attract and enlarge children's attention learn about the subject matter presented. Learning media has benefits in the learning process, especially in mathematics subjects with absolute value material. Learning media should be seen as an integral part of a learning system and not only as a tool that functions as an addition that is used when deemed necessary and only used from time to time (Ulya, Nahdlotul: 2017). By using learning media students will be more motivated to learn because the display is attractive, varied, and easier to understand so that it will improve student learning outcomes (Anggraeni et.al., 2021: 84). Learning media can enhance student learning processes and can enhance student learning outcomes. In addition, teaching media also has many benefits (Sudjana and Rivai, 2015: 2), as follows:

a. Teaching will attract more students' attention so that it can foster student learning motivation;

b. Teaching materials will have a clearer meaning so that students can better understand them;

c. Teaching methods will be more varied, so that students do not get bored and do not only use verbal communication;

d. Students do more learning activities, not just listening to the teacher's description, but also other activities such as observing, doing, demonstrating.

One of the learning media that can be used in drama learning is using one of the applications contained in the Smartphone. The operating system on smartphones that is most widely used today is Android, which is built based on the kernel on the Linux operating system. According to Yudhanto (2018: 1) Android application is a Linux-based operating system designed for touch-screen mobile devices such as tablet computers and smartphones (smartphones).

One of the developer applications is the FilmoraGo application. The FilmoraGo application is an application or program designed to make the video editing process easy and simple but has a quality that is quite powerful. Wondershare FilmoraGo video editing provides a solution for those who want to learn video editing in a fast time, because apart from being a lightweight program compared to other video editors, FilmoraGo's working interface is also very simple and easy to learn. Although it looks simple, FilmoraGo video editor does not rule out features so that the results are no less interesting than other video editing applications. FilmoraGo is also available for desktop and mobile devices.

The FilmoraGo application can be used as a medium in drama learning because the application is very light so it does not burden students to download it into their smartphones. In addition, the application provides an attractive appearance. In addition, the researcher hopes that with the application to edit videos playing dramas, students will be more interested and enthusiastic in learning drama independently.

Study Designs: This study uses the Assure Model research design developed by Sharon Smaldino, Robert Henich, James Russell and Michael Molenda (2005). This research will develop learning media for drama learning in high school. The learning is in accordance with Basic Competence 3.19 analyzing the content and language of the drama that is read or watched and KD 4.19 demonstrating a drama script by paying attention to the content and language.

Study Location: This research was conducted at SMA N 15 Bandar Lampung and SMA Taman Siswa Bandar Lampung.

Research subject: The subjects of this research are teachers of Indonesian language studies and students of class XI at SMA N 15 Bandar Lampung and SMAS Taman Siswa Bandar Lampung.

Research Stages: The Assure model uses several important steps (Perbadi, 2011:29), namely as follows.

1. Analyze student characteristics (analyze learner characteristics);
2. set learning objectives (state performance objectives);
3. choose methods, media and learning materials (select methods, media, and materials, utilize materials);
4. activate student involvement (requires learner participation); and
5. evaluation and revision (evaluation and revision).

Data Collection Instruments:
1. The test assessment instrument for the use of applications by teachers.
2. The test assessment instrument for the use of applications by students.

The following is an assessment instrument for the use of application tests by teachers and students:

Table 1 Test Instruments for Using Media to Teachers

No.	Statement	Evaluation				Notes
		4	3	2	1	
1	Ease of use of the FilmoraGo application.					
2	Ease of accessing the FilmoraGo application.					
3	The highlights of the FilmoraGo app.					
4	The features in the FilmoraGo application are very interesting.					
5	The results of video editing using the FilmoraGo application are very professional.					
6	The benefits of the FilmoraGo app for drama learning.					
7	FilmoraGo application is very effective to use in learning drama.					
8	Through this media, it is easier for you to teach.					
9	Through this media, students are more interested and enthusiastic in participating in the learning process.					
10	Clarity of the story in the drama presented.					
11	There are no deviant words/sentences.					
12	Easy to understand and communicative language.					

No.	Statement					Notes
13	The duration of the video display/attractiveness of the drama video shown.					
14	The suitability of the media with the Basic Competencies of drama learning.					
15	The suitability of the drama selection with the level of the class level of students.					
	TOTAL SCORE					

Table 2 Test Instruments for Using Media to Learners

No.	Statement	Evaluation				Notes
		4	3	2	1	
1	Ease of use of the FilmoraGo application.					
2	Ease of accessing the FilmoraGo application.					
3	The highlights of the FilmoraGo app.					
4	The features in the FilmoraGo application are very interesting.					
5	The results of video editing using the FilmoraGo application are very professional.					
6	The benefits of the FilmoraGo app for drama learning.					
7	FilmoraGo application is very effective to use in learning drama.					
8	Through this media, students are more interested and enthusiastic in participating in the learning process					
9	Through this media, it is easier for you to learn drama material.					
10	Clarity of the story in the drama presented.					
11	There are no deviant words/sentences.					
12	Easy to understand and communicative language.					
13	The duration of the video display/attractiveness of the drama video shown.					
14	The suitability of the media with the Basic Competencies of drama learning.					
15	The suitability of the drama selection with the level of the class level of students.					
	TOTAL SCORE					

The assessment of the questionnaire was carried out using a Likert scale with the criteria of K (Poor) = 1, C (Enough) = 2, B (Good) = 3, SB (Very Good) = 4. The calculation is as follows.

$$\text{Percentage of Eligibility \%} = \frac{\text{Score obtained from observation}}{\text{Total Score}} \times 100\%$$

III. Result

The results of this study indicate that (1) the FilmoraGo application is very effective and practical when used as a supporting medium in drama learning; (2) the results of the feasibility of using the FilmoraGo application are feasible to be used to assist teachers in conducting drama learning in class XI SMA with a feasibility score of two teachers at the two research schools 84% and 60 students from two schools 93%. The following presents the results of research on the use of the FilmoraGo application in drama learning. The assessment was carried out by teachers and students of SMAN 15 Bandar Lampung and SMAS Taman Siswa.

Table 3 The results of the Feasibility Trial for the Use of the FilmoraGo Application by Teachers at SMA N 15 Bandar Lampung in Drama Learning

No.	Statement	Evaluation				Notes
		4	3	2	1	
1	Ease of use of the FilmoraGo application.		√			
2	Ease of accessing the FilmoraGo application.		√			
3	The highlights of the FilmoraGo app.		√			
4	The features in the FilmoraGo application are very interesting.	√				
5	The results of video editing using the FilmoraGo		√			

	application are very professional.					
6	The benefits of the FilmoraGo app for drama learning.		√			
7	FilmoraGo application is very effective to use in learning drama.	√				
8	Through this media, it is easier for you to teach.		√			
9	Through this media, students are more interested and enthusiastic in participating in the learning process.	√				
10	Clarity of the story in the drama presented.		√			
11	There are no deviant words/sentences.		√			
12	Easy to understand and communicative language.		√			
13	The duration of the video display/attractiveness of the drama video shown.		√			
14	The suitability of the media with the Basic Competencies of drama learning.	√				
15	The suitability of the drama selection with the level of the class level of students.	√				
TOTAL SCORE		**50**				

The assessment of the questionnaire was carried out using a Likert scale with the criteria of K (Poor) = 1, C (Enough) = 2, B (Good) = 3, SB (Very Good) = 4. The calculation is as follows.

Percentage of Eligibility % = $\dfrac{\text{Score obtained from observation} \times 100\%}{\text{Total Score}}$

Percentage of Eligibility % $= \dfrac{50}{60} \times 100\% = 83\%$

Table 4 Results of the Feasibility Trial for the Use of the FilmoraGo Application by Students at SMA N 15 Bandar Lampung in Drama Learning

	Indicator	Number of Respondents' Answers				Total Respondent	Total Percentage Good point and very good
		1	2	3	4		
1	Ease of use of the FilmoraGo application.	0	0	20	10	30	100%
2	Ease of accessing the FilmoraGo application.	0	2	18	10	30	93%
3	The highlights of the FilmoraGo app.	0	0	14	16	30	100%
4	The features in the FilmoraGo application are very interesting.	0	1	14	15	30	97%
5	The results of video editing using the FilmoraGo application are very professional.	0	4	22	4	30	87%
6	The benefits of the FilmoraGo app for drama learning.	0	0	14	16	30	100%
7	FilmoraGo application is very effective to use in learning drama.	0	5	16	9	30	83%
8	Through this application you are more enthusiastic in learning drama.	0	3	13	14	30	90%
9	Through this media, students are more interested and enthusiastic in participating in the learning process.	0	0	14	16	30	100%
10	Clarity of the story in the drama presented.	0	5	16	9	30	83%
11	There are no deviant words/sentences.	0	0	10	20	30	100%
12	Easy to understand and communicative language.	0	1	14	15	30	97%
13	The duration of the video display/attractiveness of the drama video shown.	0	0	17	13	30	100%
14	The suitability of the media with the Basic Competencies of drama learning.	0	0	14	16	30	100%
15	The suitability of the drama selection with the level of the class level of students.	0	4	12	14	30	87%
	Amount						1417%

The assessment of the questionnaire was carried out using a Likert scale with the criteria of K (Poor) = 1, C (Enough) = 2, B (Good) = 3, SB (Very Good) = 4. The calculation is as follows.

Eligibility Percentage % = $\frac{\text{Percentage score obtained from observation} \times 100\%}{\text{Total Score}}$

Percentage Eligibility % = $\frac{1417 \times 100\%}{15}$ = 94 %

Table 5 The results of the Feasibility Trial for the Use of the FilmoraGo Application by Teachers at SMAS Bandar Lampung Student Park in Drama Learning

\No.	Statement	Evaluation				Notes
		4	3	2	1	
1	Ease of use of the FilmoraGo application.		√			
2	Ease of accessing the FilmoraGo application.	√				
3	The highlights of the FilmoraGo app.	√				
4	The features in the FilmoraGo application are very interesting.	√				
5	The results of video editing using the FilmoraGo application are very professional.		√			
6	The benefits of the FilmoraGo app for drama learning.		√			
7	FilmoraGo application is very effective to use in learning drama.	√				
8	Through this media, it is easier for you to teach.		√			
9	Through this media, students are more interested and enthusiastic in participating in the learning process.	√				
10	Clarity of the story in the drama presented.		√			
11	There are no deviant words/sentences.		√			
12	Easy to understand and communicative language.		√			
13	The duration of the video display/attractiveness of the drama video shown.		√			
14	The suitability of the media with the Basic Competencies of drama learning.	√				
15	The suitability of the drama selection with the level of the class level of students.	√				
	TOTAL SCORE	**52**				

The assessment of the questionnaire was carried out using a Likert scale with the criteria of K (Poor) = 1, C (Enough) = 2, B (Good) = 3, SB (Very Good) = 4. The calculation is as follows.

Percentage Eligibility % = $\frac{\text{Score obtained from observation} \times 100\%}{\text{Total Score}}$

Percentage Eligibility % = $\frac{52 \times 100\%}{60}$ = 86 %

Table 6 Results of the Feasibility Trial for the Use of the FilmoraGo Application by Students at SMA S Taman Siswa Bandar Lampung in Drama Learning

	Indicator	Number of Respondents' Answers				Total Respondent	Total Percentage Good point and very good
		1	2	3	4		
1	Ease of use of the FilmoraGo application.	0	0	25	5	30	100%
2	Ease of accessing the FilmoraGo application.	0	2	25	3	30	93%
3	The highlights of the FilmoraGo app.	0	5	25	0	30	83%
4	The features in the FilmoraGo application are very interesting.	0	3	22	5	30	90%
5	The results of video editing using the FilmoraGo application are very	0	0	22	8	30	100%

	professional.					
6	The benefits of the FilmoraGo app for drama learning.	0	0	19	11	30	100%
7	FilmoraGo application is very effective to use in learning drama.	0	0	21	9	30	100%
8	Through this application you are more enthusiastic in learning drama.	0	6	6	18	30	80%
9	Through this media, students are more interested and enthusiastic in participating in the learning process.	0	0	7	23	30	100%
10	Clarity of the story in the drama presented.	0	7	16	7	30	77%
11	There are no deviant words/sentences.	0	0	27	3	30	100%
12	Easy to understand and communicative language.	0	3	22	5	30	90%
13	The duration of the video display/attractiveness of the drama video shown.	0	3	12	15	30	90%
14	The suitability of the media with the Basic Competencies of drama learning.	0	0	6	24	30	100%
15	The suitability of the drama selection with the level of the class level of students.	0	0	22	8	30	100%
	Amount						1403%

The assessment of the questionnaire was carried out using a Likert scale with the criteria of K (Poor) = 1, C (Enough) = 2, B (Good) = 3, SB (Very Good) = 4. The calculation is as follows.

Percentage Eligibility % = $\dfrac{\text{Percentage score obtained from observation} \times 100\%}{\text{Total Score}}$

Percentage Eligibility % = $\dfrac{1403}{15} \times 100\% = 93\%$

IV. Discussion

The process of utilizing drama learning media using the FilmoraGo application in class XI SMA carried out by the author is carried out using 6 stages in the Assure model, including the following.

1. Analyze Learner Characteristics

The research analyzes the character of the students the author did at two schools. The two schools are SMA N 15 Bandar Lampung and SMAS Taman Siswa Bandar Lampung. In the research analyzing the character of the students, it was found that the students' lack of interest in playing dramas. This is due to the lack of attractiveness of the media used by the teacher so that students pay less attention to the teacher when playing the role of a character in providing directions for examples of playing drama. There are many things that cause a lack of interest in playing drama. The problems found were varied.

Based on the results of the author's interview with the teacher when conducting preliminary research on the characteristics of students, the difficulties experienced by these students, for example, are caused by not being free to play dramas, but also if when playing a drama there is one member of the group who is wrong in speech or is wrong. enter the round, then they will find it difficult to cover up these mistakes.

Analysis of the character of students is also carried out to determine the character of the students who will be targeted for using learning media to play drama. This is done so that the products produced are in accordance with the needs they expect. Based on the results of interviews with students in the school environment, the learning media used by students still have many shortcomings. This is due to the lack of attractiveness and ease of flow of thought in the media used by the teacher. Students today want media that are in accordance with the development of their current era and make it easier for them to learn wherever they are. Multimedia-based media desired by students today.

2. State Performance Objectives

The description of the learning objectives has been adjusted to the core competencies, basic competencies (KD) in the teacher's 2013 syllabus and curriculum. The following are the basic competencies, indicators, and learning objectives that are referred to.
a) Basic competencies

Basic competencies3.19 analyze the content and language of the drama that is read or watched
Basic competencies4.19 demonstrate a drama script by paying attention to the content and language.
b) Indicators of Competence Achievement
 3.19.1 Analyzing, understanding the content/stories of dramas that are broadcast through learning media created using FilmoraGo.
 4.19.1 Shows a drama script that has been made in groups.
c) Learning objectives
 1) After watching the drama shows, students are able to understand the content of the story from the drama that is being broadcast.
 2) After making a drama script, students are able to show/demonstrate in groups

After adjusting to the things above, then a short drama and material related to drama learning materials the author chooses to be designed into a medium by using an application. *FilmoraGo.*

3. Choosing Methods, Media and Learning Materials

  The learning materials that the author uses are teaching materials about drama. The method used is a group method so that students can demonstrate to each other the drama script that has been made. The drama shows that the writer chooses adjust to the characteristics of the students adopted from other people's essays. After seeing the show, the students gave responses and looked for the drama elements contained in the given drama show and the writer chose the media using the FilmoraGo application.

4. Utilizing Learning Materials and Media

  In this activity, researchers involved students directly in applying FilmoraGo so that they could be used as supporting media for playing dramas. The author tries to obtain as much data as possible, both strengths and weaknesses encountered during the trial. The following is a summary of the results of application trials that are used as the use of drama learning media.

a. Implementation of Media Utilization at SMAN 15 Bandar Lampung

  The research implementation at SMAN 15 Bandar Lampung was carried out for two meetings. Its implementation is adjusted to what is in the developed learning implementation plan. The competencies taught are analyzing the content and language of the drama being watched, demonstrating a drama script by paying attention to the content and language. The implementation is described as follows.

1) Preliminary activities

In the preliminary activity the teacher performs two steps of activity. The two steps of the activity are detailed as follows.

a) Apperception and Motivation
 ➤ Linking Learning Materials with Learner Experience/ Previous Learning
 ➤ Asking Challenging Questions
 ➤ Delivering the Benefits of Learning Materials

b) Delivering Competencies and Activity Plans

2) Core activities

In the core activity, the teachers of SMAN 15 Bandar Lampung carried out several activities. These activities will be detailed as follows.

a) Mastery of Learning Materials

Mastering the material clearly in accordance with the characteristics of students is a must / must be owned by the teacher. The better the mastery of the material, the better the learning activities take place in the classroom.

➤ **Ability to Adapt Material to Learning Objectives**
 Based on the author's observations on drama learning activities in class XI, the teacher has conveyed the learning objectives. In the implementation of learning, the teacher has delivered the material in accordance with the learning objectives. During the lesson, the teacher distributes the drama learning video to the class WhatsApp group. Then the teacher asks students to read and understand the content of the media that has been sent to their cellphones.

➤ **Ability to relate material to other relevant knowledge, developments in science and technology, and real life**
 Based on the results of observations on the core activities of drama learning, the teacher has seen linking the learning material with other relevant knowledge. Other knowledge associated by teachers in learning is about science and technology. In the learning process the teacher relates the learning media to be used based on the technology developed in this modern era, namely using the FilmoraGo application.

> ➢ **Presenting Material Systematically (Easy to Difficult, from Concrete to Abstract)**
> In the core activities of the implementation of learning, the presentation of the material carried out by the teacher is classified as systematic. The teacher presents drama material systematically so that students can easily understand. First, students are introduced to the elements contained in drama, various kinds of drama, then examples of dramas that involve students are given. Next, the teacher begins to invite to the more difficult material, namely analyzing the elements in the drama.

b) Implementation of Learning Strategies

The learning strategy is an action plan (a series of activities) including the use of methods and the use of media. In drama learning, teachers have implemented educational learning strategies because teachers carry out learning in accordance with the competencies to be achieved. The teacher has also adjusted to the conditions of the class and the conditions of the students. The implementation of educational learning strategies has been detailed in the following activities.

> ➢ **Implementing Learning in accordance with the Competencies to be achieved**
> In the core learning activities carried out by the teacher, the drama learning material taught is in accordance with the basic competencies to be achieved, namely 3.19 analyzing the content and language of the drama that is read or watched and KD 4.19 demonstrating a drama script by paying attention to the content and language. In the learning process the teacher explains the material and gives examples of short drama shows.
>
> ➢ **Facilitating Activities That Include Exploration, Elaboration, and Confirmation Components**
> In the exploration part of the teacher is to involve students. In this case, the teacher has involved students directly in operating the media using the FilmoraGo application. The exploration activities that the teacher did have involved students to think critically about learning drama logically. In addition, what the teacher has done has sharpened memory and explored students' knowledge more deeply to answer the questions given. Furthermore, in the elaboration activity, the teacher gives assignments and tests to students to look for drama scripts in groups then practice to demonstrate the script and then edit the video using the FilmoraGo application.

In the core activity, SMAS Taman Siswa teachers carry out the following activities.
a) Showing videos of drama learning materials that have been made using the FilmoraGo application to students in groups.
b) The teacher reads the basic competencies and indicators of competency achievement to be studied.
c) The teacher asks students to skim the contents of the media that is displayed.
d) Then the teacher instructs students to analyze the content and language in the example of the short drama that is shown.
e) After that, the teacher gives directions to find a drama script that will be demonstrated in groups at the second meeting.
f) During the group discussion the teacher went around to make sure the students had downloaded the FilmoraGo application on their cellphones.
g) After finishing the discussion in groups, students show the drama script they have chosen.
h) Then the teacher asks students to operate the FilmoraGo application directly so that when the next meeting the students are able to use the application smoothly.
i) When finished, the teacher instructs to bring the property by adjusting the needs that exist in the drama script that has been selected.

3) Closing Activities

In the closing activity, there are several series of activities carried out by the teacher. The series of activities include the following.

a) Reflecting or Summarizing by Involving Students

The teacher invites students to conclude the learning that has been done by involving students to provide conclusions. After the students convey their conclusions, the teacher re-explains the statements made by the students. To clarify, the teacher does not forget to reiterate the points that have been learned. The teacher's intention was to re-explain as confirmation from the teacher for the correctness of knowledge about drama learning and implementing the FilmoraGo application.

b) Giving Oral or Written Test

Based on the writer's observations in the closing activity at the first meeting, the teacher was seen giving a test about drama by giving five questions in the form of descriptions.

c) Collecting Group Work

The teacher asks students to collect the results of group work, namely videos demonstrating the drama scripts they have made. The assessment of this work will later be used to see the ability of students to make videos in

playing dramas using the FilmoraGo application. The results of student work are used to see the effectiveness of the application for learning drama.

V. Conclusion

The research produces drama learning media by utilizing the *FilmoraGo* application. The results showed that learning drama by utilizing the *FilmoraGo* application was feasible and effective for use in class XI SMA. The feasibility results were obtained from the achievement of the "Eligible" category during the trial use of the application. This category achievement was obtained from an assessment by two Indonesian Language and Literature teachers who taught in the two schools that were used as the trial locations and 60 high school students from the two schools that were used as the test locations.

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