Theater extracurricular program based on M-Learning strategy in primary school level

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Abstract. Mobile learning (m-learning) challenges the traditional approach of teaching and learning in primary school. In recent years, using m-learning has attracted increasing attention especially in theater art extracurricular programme. Extracurricular Programme is a model of learning in cultivating student’s creativity. There are three steps of theater programme trough m-learning strategy by planning, implementation and evaluation. Exposing qualitative approach, this research reveals the phenomenon of student creativity cultivation by means of theater extracurricular activity in primary school level. The data were revealed through three stages: planning, implementation and evaluation. This study finds that the fusion of the m-learning in in theater art extracurricular programme has enhanced teaching and learning experiences among students in primary school level.

1. Introduction

Using Mobile learning (M-learning) in primary school is a relatively new strategy as creative teaching and learning to enhance learning experiences [1]. It is also have contribute to maximize the student’s potential especially in creativity. Creativity is an activity, or ability, of a person who creates an idea of solving problems or ideas in the form of new products that are effective and imaginative. Therefore creativity is very important for students because it affects the totality of a person’s personality.

In addition, there are many schools that do not provide a container that can accommodate students’ creativity, lack of services and facilities to express student’s creative ideas. Park argue that the learning process is also still teacher-centered, so students only follow what the teacher instructs. Students do not have the opportunity to express themselves [2]. These problems can be overcome by changing the way of learning by seeing how the teaching is suitable or in accordance with the development of students’ character education [3].

Of the various extracurricular types available, drama or theater is an alternative extracurricular program that can foster students’ creativity. Drama or theater contains moral messages that can be conveyed in a fun way. Drama or theater activities can help students develop their creativity in work [4-7]. Referring to the research, the purpose of this study was to analyze mobile learning for increasing the student’s creativity by using mobile learning in theater art extracurricular programme in primary school level in Indonesia.
2. Methods
This research is carried out through the following stages: (1) planning step in making the lesson plan of m-mobile in theater art program; (2) implementation step in using mobile phone and demonstrate as a reference for theater art; and (3) evaluating the learning process. The participants in this study were 20 students at a public primary school located in Tasikmalaya, West Java, Indonesia.

3. Results and discussion

3.1. The Planning of using m-learning in theater extracurricular program in primary school
The theater extracurricular program Primary School plans the material, the indicators, the objectives, and the agenda. Everything is planned in such a way to achieve the school’s missions. In routine practice, the students learn all fields of theater, including textures, activism, music, dance, artistic, and directing. The training process is carried out in stages based on the ability of students. If students have mastered a field that matches their talents, students can exchange ideas with friends, like peer tutors.

The students learn theater and make the theater story board by using Celtx Script mobile application. Celtx Script can be used to write scenarios for drama shows with stage details. It can also be used to manage the production schedule of a film and also be used to create storyboards. In script writing, students are taught how to use the Celtx program by introducing existing features such as: scene headings, actions, characters, dialogs, transitions, shots. The Celtx program also automatically sets its own format. Celtx also provides a place for notes (scratchpad), index cards for managing plots, and category details that are useful later when we breakdown the script. These details cover: actors, characters, location, property, sound, set dressings and many more.

![Figure 1. Create story board in celtx software.](image)

3.2. The implementation of using m-learning in theater extracurricular program in primary school
In the implementation stage, the students choose the scripts. The next step is the selection of directors. The selection of players is done in a casting. After the players are selected, they become production crews. In the training process, the students who are actors perform script discussion, understand the content, memorize the script, practice scenes, and adjust the floor pattern during the performance. Then the crews continue to prepare the needs for performances such as costume, make up, property, etc.
The next stage is the performance. The students perform and then move to the last stage, the evaluation. The students evaluate the results of the performance earlier. Theater activities from script making, castings, dances, music, artistic, and director can foster students’ creativity, if students carry out the exercise sincerely.

If all fields have been taught to the students during the training process, there will be talents for students. Some students have talent in the fields of dance, music, artistic or there are multitalented students. All talents will be found during the training process. If the students have found their own talent, then the students will naturally develop their creativity according to the fields they master.

Figure 2. Action stage in theater programme by using celtx software.

3.3. The evaluation of using m-learning in theater extracurricular program in primary school
Evaluation starts from routine training during the training process by discussions. The evaluation at the end of the semester is in the form of an examination of the works and crafts made by students. Finally, the final evaluation of the performance is performed. All components in the theater are evaluated as a whole and they provide input in the form of suggestions and comments. The results of the development of how to learn theater show in Table 1 below.

Table 1. The development of students in leaning theater programe by using celtx software.

| Purpose of theater art programe by mobile learing | Substantive emphasis characteristics | Procedural emphasis method |
|--------------------------------------------------|-------------------------------------|---------------------------|
| Mobile learning (celtx software) were used to create storyboard files of professional dialogue captured during training of theater programe and demonstrating in front of teacher | ☐ Mobile context ☐ Knowledge management ☐ mobile technologies ☐ Professional development ☐ Collaboration ☐ Reflection ☐ Sharing of outcomes | The teacher: ☐ Introduces an authentic professional development activity ☐ Demonstrates and scaffolds the task The students: ☐ Capture the story script using celtx software ☐ Analyse professional knowledge ☐ Use computer / mobile phone based software for collation, editing and uploading of completed files ☐ Demonstrate it and get the feedback |
Based on Table 1, it can be identified that drama learning through m-learning can develop well. This shows that technological involvement in learning has a significant influence on the development of student knowledge [8-10].

4. Conclusion
This study finds the theater is an alternative extracurricular program that can foster students’ creativity. The theater extracurricular program uses mobile learning as a tool in practice of theater art. Students can figure out certain apps to help them learn, demonstrate, and complete assignments. On the other hand, students are easily distracted by their mobile devices’ stimulating and interactive capabilities that connect them with real-world. In other words, students view m-learning as effective and important ways in enhancing their learning experience. Students view traditional ways of learning, top-down and they would like to see more professors use mobile technology in course delivery. Students consider the integration of mobile devices during theater extracurricular programme is very important and give them the added values. In theater programme, mobile device become an important tool by which students and communicate within a group and enhancing the learning experience of theater extracurricular programme.

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