

# The Influence of Role Art Learning for Improvement Creativity (Improvisation, Expression and Gesture) Deaf Students at SLB Marganingsih Yogyakarta

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**Abstract**—Implementation of creativity development program is done by training children creativity using musical drama training. Assessment focuses on three aspects: improvisation, expression and gestures. The research method is correlational qualitative research. The result of this research is the improvement of students' creativity arising from the 8th to 10th meeting. Based on observations it is also known that students improve improvisation when students practice with their friends, because when trained independently the students do not bring improvisation. Students need ongoing training to remember this role. It is therefore known that artistic role training can influence increasing the creativity of deaf students.

**Keywords**—role art, creativity, deaf

## I. INTRODUCTION

Implementation of creativity development program implemented by training children creativity using musical drama training. This training starts with the preparation of the property done by the students, the preparation of animated drawings by the students, the preparation of choosing and preparing the music and the preparation of role play.

Assessment on the implementation of which focuses on the main role players with the initials M. Students are high school Deaf School students SLB Marganingsih Special School. Assessment focuses on three aspects of assessment: improvisation, expression and gestures during practice. Improvisation is the ability of students to do something creatively spontaneously during the musical drama practice session. The expression that is the focus of the assessment is the development of student expression during the practice and gestures of the students during the exercise to the stage that became the focus of observation.

This research is done to improve students' creativity. This study is useful for developing a fun and effective learning model for students. Students can learn with fun. This research will emphasize the process that occurs in the learning process. So that will be known influence on student creativity.

The rest of this paper is organized as follow: Section II describes the literature review. Section III describes the materials and proposed methodology. Section IV presents the

obtained results and following by discussion. Finally, Section V concludes this work.

## II. LITERATURE REVIEW

Learning should be packed with fun, hence students become interested in learning [1]. The results in this research is indicated that the creative drama significantly increased the creativity of children. These results in [2] suggest that they were specifically associated with elaborated role play effective in assessing children's creativity, rather than the developmental level children's ability to pretend [2]. Her comparative analysis in [3] considers the impact of transformative play on the development of imagination during play activities and explores ways to support children's playful initiatives. She argues that, by transgressing play scenarios, children develop a more playful attitude. Toys, imagination, and the setting are important factors in the play children initiate and transgressing the immediate play scenario in each of these factors [4]. Four factors in natural outdoor classrooms that enhance children's creativity and imagination were revealed is predictable spaces, ample and consistent time, open-ended materials, and caring, observant adults who support creative play and learning. Role-play can take many different forms and serve as many purposes. As well as feeding the imagination and encouraging empathy, it is a powerful way of developing social skills [5]. As well as the more formal role play situations in the classroom it is good to make room for role play where the children themselves have set the context and it is up to the adults to gently observe and support the learning.

Based on theoretical studies it is known that the art of role play can enhance students' creativity skills but must consider (a) predictable space, (b) enough and consistent time, (c) open materials, and (d) careful and conscientious adults support creative games and study. Thus, the development of students' creativity in role playing activities will increase so that it can be used as one of the interesting and effective learning methods for students.

Research conducted has differences with existing research. This research is done by making the student as the main role in the role and performed the staging at the end of

learning activities. Student performances are watched by teachers, parents and other important government. Thus, research will produce a work and train students' creativity as well as courage students to appear in public.

### III. MATERIAL & METHODOLOGY

The first exercise was conducted on October 20, 2017. The Deaf student who is the subject is the main character in the musical and is observed in three aspects. These aspects are improvisation, expression and gesture. The first activity the students do is to read the staging script to be used and start modeling the one scene. The result of the observation shows that the students have not understood and confused about the manuscript, it is because the student has deaf impairment and to transfer the understanding about the manuscript done by written media. Finally, students begin to understand the intent of the manuscript and practice. Improvisation of the students in the first exercise has not arisen, it takes direction and role models that will be performed by the students. Student expression also has not arisen and should be exemplified by expression so that students imitate the expression. It also occurs in the gesture of students in the first exercise that has not emerged naturally and is still in direction.

Implementation of the second exercise was conducted on October 25, 2017. The implementation of the second exercise still observed three aspects of the student initials M as the main actor in the stage of creativity. The results obtained after the implementation of the observation that is on the aspect of improvisation has not appeared the ability to improvisation, students cannot do without the previous example. In addition to expression, students have difficulty. It is seen when the scene should require a sad expression. Students still demonstrate it with a smile. Students have been directed to create a sad facial expression, but students have not been able to do so. The student is still in the direction and has not been able to bring up the appropriate expression. Gesture shown was still not maximized. At the second meeting, there has been no improvement in the implementation of the exercises in all three aspects.

The third training on the main character actor with initials M takes place on November 16th. This training is the first exercise together to involve all musical actors. Aspects of assessment observed in the main character, on the aspect of improvisation has not arisen because students forget the course of the story so it must be redirected and not yet emerging ability improvisation. In the expression ability has not been increased because students have not been able to bring the face in accordance with the character of the role. However, in the gesture there is an increase. This is because when the exercise together, students can perform small dances to describe the fun atmosphere when leaving for school. Students are asked to dance cheerfully, and students have been able to bring up simple movements during the third exercise with their own creativity. It shows in the third exercise that students have improved in gesture aspect in playing the lead role in the musical.

Implementation of the fourth exercise was conducted on November 24, 2017. Based on the observations made that during the fourth exercise it is known that students have understood the plot in the script so that students can do the

exercises without looking at the text of the scenario. In improvisation students with initials M have not raised improvisation. However, students can elicit expressions well. For example, a student can bring up a sad expression during exercise. Observation on the gesture aspect, students have been able to perform activities related to movements such as dancing but looking a little shy and lack of confidence. But on the aspect of gesture students have raised a good movement.

The implementation of the fifth exercise was conducted on November 28, 2017. Based on observations made to students it is known that students have been able to perform activities without direction. Students with initials M have started raising the ability improvisation, students are able to perform new movements that have never been taught like creative when the scene of playing ball, students throwing the ball up and while shouting a little "yey" which indicates students love to play. Such improvisation arises from the students' own creativity in performing the role without direction. Students are only told to play with friends. Students have the initiative and improvisation in bringing the scene, and the students do in accordance with the atmosphere that the screenwriter wants to raise. The student's exposure and gesture remained stable as in previous meetings where the student had been able to express sad and happy expressions and gestures or movements in the exercise according to the scene and accompanying music even though the student was deaf, but the student could estimate the movement to be raised.

In the sixth training session held on September 30, 2017 students have been able to do the exercises well. The main character actor with initials M has been able to perform without directions so that students can express themselves independently. Even when other students forget about the scene to be performed, the student warns and directs the other students. Improvisation of students in the sixth session of this exercise is still good and raises improvisations that have been raised in previous exercises so as not to bring new improvisation but can maintain improvisations before. Gestures and facial expressions are also like previous exercises, no increase or decrease.

The implementation of the seventh exercise session was held on December 11, 2017. However, the implementation of this session experienced a decrease in the quality of students' ability compared to the previous session, because students forgot about not doing the exercises for 11 days so that the students forget about some scenes that should be done. Based on the observations made it is known that students do not bring improvisation. Gestures and improvisation of students have decreased but the expression students appear when the exercise is still good. the exercises are helped by using notes in the corner by the trainer as a sign of the students to do the next scene. However, it is less effective because students become focused on paper so as not to focus on the scenes that should be done.

The implementation of the eighth session, which took place on December 12, 2017, continued as usual, but the students as the main actors who were subjects of observation did not attend the school. It is, according to the teacher's statement that one of the students' brothers died so that the student mourned and did not come to school so that cannot be observed. However, the training was replaced by one of the

students and other actors can perform the role scenes well and as expected.

Implementation of the ninth session drill which is also a rehearsal performed on December 13, 2017. Implementation in this session observes on three aspects as before. In the improvisation aspect, the student raises improvisation in motion that is when playing with his friends' students can bring up the happy expression by throwing the ball property upwards indicating the student likes to play according to the scene with his friends and it is expected by the scenario. Students perform improvisation by emerging a new appropriate movement. Student expression and student gesture are also good so the exercises can go well.

The performance was performed on February 14, 2018. At the time of the staging it was known that students with the initials M, did not come up with additional improvisation, the

students only maintained the improvisations that had appeared before. The expressions raised by the students also remain stable. However, the student gesture decreases, it is possible students experience groggy when watched by many people. Students forgot to do some movements while being staged.

**A. Method**

The learning method used is the exercise method using role playing techniques so that students bring their creativity with more natural. While the research method is qualitative descriptive. Data collection is done by qualitative, recording every behavior that emerged during the implementation in the anecdotal notes so it can be known the development of students in the implementation of the treatment as described in Table I.

TABLE I. SCHEDULE OF TRAINING ACTIVITIES

No	Implementation date	Type of activity	Progress Report		
			Improvisation	Expression	Gesture
1	September 13, 2017	Bringing licenses to school activities	-	-	-
2	September 14, 2017	Discussion of the implementation of creativity	-	-	-
3	September 21, 2017	Discussion, Division of student assignments. Screenplay writing.	-	-	-
4	September 28, 2017	Maturation Concepts and division of student assignments.	-	-	-
5	October 5, 2017	Introduction of students to students and notices to students about the activities to be performed.	-	-	-
6	October 12, 2017	Introduction of students with students and selection of actors in creativity training activities	-	-	-
7	October 20, 2017	First exercise, students read scenarios and students demonstrate scene one.	Not yet showing up	Not yet independent	Move as directed
8	October 25, 2017	Exercise Demonstrate the initial scene to the final scene	Not yet showing up	Not yet independent	Move as directed
9	November 9, 2017	Exercise jointly with all players	Not yet showing up	There is no improvement yet	Increased by the ability to demonstrate a carefree movement independently
10	November 24, 2017	Exercise together and students have memorized the storyline.	Not yet showing up	Appears sad expression capabilities in accordance with expected expression	Students gain control of movement in practice
11	November 28, 2014	Exercise together with other cast members.	Appears creatively performing movement and without direction.	The expression is still as stable as ever	Gesture is still like the previous meeting
12	November 30, 2017	Exercise together and without referral help	Improvisation is still like before	The expression is still as stable as before	Gesture is still the same as before
13	December 11, 2017	Exercise together	In decline, students do not come up with improvisation and forget some scenes	Student expression is still like before	Gestures decreased, students forgot some movements.
14	December 13, 2017	Exercise together and rehearsal	Improvisation of students reappears	Student expressiveness remains stable	Student gestures remain stable.
15	December 14, 2017	Musical Drama Staging	Improvisation has not improved but still like the previous improvisation.	Expression is stable	Gestures decreased.

Based on the Table I above, to make it easier to see the development of students, then the data is depicted in Figure 1.

#### IV. RESULTS AND DISCUSSION

Based on observation of data that can be presented in the graph. Learning using role art methods improves students' average creativity at the eighth to the tenth meeting. In the improvisational and gesture aspects decreased at the twelfth meeting, but in the expression aspect stagnated until the stage took place. Based on the observations made by students with Deaf impairment, creativity can be developed through exercises and musical performances. But to note is the exercise time and the stage does not have too long pause. This is because, based on observation know that the compilation is too long pause, students will forget the previous scene. Based on the observation also seen that the students raises improvisation of students who use together, because automatically students do not come up with improvisation. However, the merging was done along with the students, the students gave rise to improvisation. Observations on students using Deaf students who are the subjects of observation, and activities performed several steps performed. So for the future required handling to address the students in different situations.

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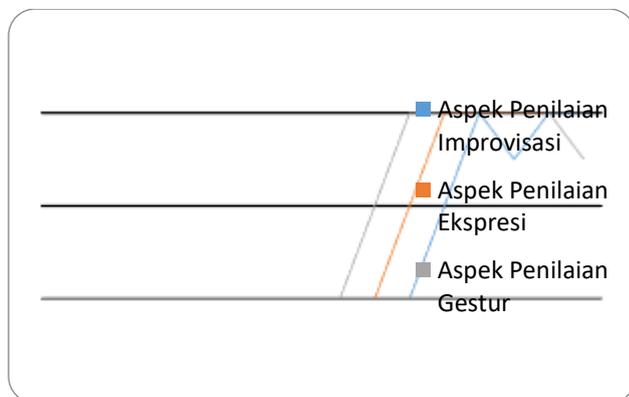


Fig. 1. Student Development Chart

#### V. CONCLUSION

Subsequent research to support this research is a study with a longer duration of visible programs. Effective student training preparation is done for the things that happen so that students do not forget the previous creativity. This research is done by individual approach and recording on every response that come from student from time to time. This research can be done for further research relating to the relationship between role art learning influences the improvement of creativity.

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