The Eastasouth Journal of Learning and Educations
Vol. 3, No. 03, November 2025, pp. 207-215
ISSN: 3025-2504, DOI: 10.58812/esle.v3i03

Implementation Of a Scientific Approach in Learning to Analyze Themes and Messages of Drama Scripts at SMKs Vancanitty

Nurdin[1], Iis Ristiani[2]
[1,2] Universitas Suryakencana

Article Info

Article history:

Received Oct, 2025
Revised Nov, 2025
Accepted Nov, 2025

Keywords:

Drama;
Problem Based Learning;
Scientific Approach;

ABSTRACT

Effectiveness of learning, interest apreciation of literature and student's ability to analyze theme and instruction of drama manuscript in field still low. Based on it this writing limited to three cases, increase the effectiveness of learning, increase the interest of student's appreciation and increase the students of ability with apply scientific approach that uses learning model of problem-based learning in learning to analyze theme and instruction of drama manuscript in the class XI SMKS Vancanitty. There were some methods used in this research, classroom action research with cycle test technic, observation sheet and questionnaire. Research conducted a total of three cycles. Results of the research succeed to increase; (1) The effectiveness of learning increases, in the first cycle class is still rowdy, then in the second cycle class has began not too rowdy, and the third cycle has been conducive; (2) The interest of students to appreciate literature increases, in the first cycle the active student's is only a small part, in the second cycle by almost half and in the third cycle become largely part; (3) The ability of student to analyze the theme and instruction of drama manuscript has increase, in the first cycle student's got average value of 68,83 in the second cycle reaches 82,50 and the third cycle reaches 96,50. It can be conclude that the application of the scientific approach using problem based learning model learning on analyzing learning the theme and instruction of drama manuscript in the class XI SMKS Vancanitty can increase the effectiveness, student interest and student learning outcomes.

Corresponding Author:

Name: Nurdin
Institution: Program Pascasarjana Pendidikan Bahasa dan Sastra Indonesia, Universitas Suryakancana
Email: nurdinmpbsiunsur@gmail.com

1. INTRODUCTION

The Indonesian education system has evolved over time, as evidenced by the continuous changes to the curriculum, which have been implemented since 1947, 1964, 1968, 1973, 1975, 1984, 1994, 1997, 2004, 2006, 2013, and 2022, known as the "Independence Curriculum." Each curriculum change impacts the learning system because it involves changes to the learning process. For example, the most prominent changes from the 2013 curriculum to the 2022 curriculum are the learning approaches and strategies.

The 2013 Curriculum uses a scientific approach in its learning process. The scientific approach is a learning process designed in such a way that students actively construct concepts, laws, or principles through the stages of observing (to identify or find

problems), formulating problems, proposing or formulating hypotheses, collecting data using various techniques, analyzing data, drawing conclusions, and communicating the concepts, laws, or principles discovered [1]. In its application, the scientific approach uses three learning models in its learning process.

Curriculum changes impact the learning of Indonesian language and literature. This is because appropriate learning approaches and models must be used in the learning process, and these approaches and models must comply with the required process standards, as stipulated by the Ministry of Education and Culture regulations, namely the implementation of the 2013 curriculum.

There are two groups of teaching materials in Indonesian language and literature, language and literature. Literature cannot be separated from the structure that builds it, this is because according to [2] literature is a tool for teaching, guidebooks, instruction books or teachings that are studied by humans, both in terms of the structure of the build and the meaning of the literary work. Literature also has forming elements in it which have meaning if we know and study them carefully.

Given the importance of literary studies, particularly understanding through study, it will benefit the development of literary studies in education. Literary studies in formal education need to be developed and preserved beyond what is currently available. Literary studies in formal educational institutions are essentially aimed at introducing and providing students with an understanding of the meaning contained in literary works and encouraging them to appreciate and value the experiences contained within them.

Given the importance of literary studies, particularly understanding through study, it will benefit the development of literary studies in education [3]. Literary studies in formal education need to be developed and preserved beyond what is currently available. Literary studies in formal educational institutions are essentially aimed at introducing and providing students with an understanding of the meaning contained in literary works and encouraging them to appreciate and value the experiences contained within them.

Literary works have several types, including poetry, prose, and drama. Drama is a literary genre written in the form of dialogues for the purpose of being performed as a performing art [4]. Drama has a similar purpose to other types of literary works, namely communication between humans, humans and nature, and humans and God.

Drama as a literary work that depicts real life played out through characters with created attitudes/characters, then the location of the incident/events shown and the message conveyed by each author is a general description that is even commonly found in everyday life.

A recent phenomenon has emerged in the world of education, particularly in the study of Indonesian language and literature. Literature teaching seems marginalized. In fact, it has long been disregarded as a science, with some even positioning it as entertainment. Even in schools, literature is considered a supplement to language lessons. Literature lessons are often replaced by grammar lessons. Literature teaching is monotonous, focusing on the formulas of pantun (pantun), gurindam (traditional Indonesian folktales), and the birth and death of authors, while contemporary literature remains largely ignored. Many literature teachers lack a thorough understanding of literature, thus discouraging students from exploring it. This, of course, creates chaos in the world of literature teaching. As a result, students' appreciation for literature is dwindling.

One concrete example of the decline in students' appreciation for literature is their diminished appreciation for dramatic works. Currently, students only have a cursory understanding of drama, without delving into it and studying it in depth. Meanwhile, understanding the structure of the drama is completely ignored. This is incredibly beneficial for students, as drama contains structural constructs that facilitate understanding.

Judging from the problems above, the application of a scientific approach in the learning process needs to be applied because the scientific approach is a new approach that will provide a different nuance in the learning process which was originally monotonous literature learning because the teacher was more active, so that the effectiveness of learning was less conducive, resulting in low student interest in literature learning and resulting in low learning outcomes. In the scientific approach there are several learning models so that it is limited to using only the problem-based learning model so that it is hoped that students in the learning process will play a more active role and will increase appreciation of literature in students because they will search from various sources so that the value of their learning outcomes will also increase. Based on this phenomenon, what is discussed in this article is the application of a scientific approach in learning to analyze themes and messages of drama scripts in Class XI of SMKS Vancanitty in 2025-2026.

2. METHOD

The method used in this research is Classroom Action Research (CAR). Classroom Action Research (CAR) is research conducted by teachers in their own classrooms through self-reflection with the goal of improving their performance as teachers and achieving learning objectives.

This study used the classroom action research model according to [5]. This classroom action research consists of four components: planning, implementation, observation, and reflection. The research conducted by the researcher consisted of three cycles, each consisting of two meetings. The research was conducted for one month during October 2025.

The object of the study was 30 students of Class XI Nursing at SMKS Vancanitty consisting of 16 males and 14 females. The subject of this study was to increase the effectiveness of learning so that it was not monotonous, increase students' interest in appreciating drama scripts and improve students' learning outcomes in analyzing themes and messages of drama scripts in Class XI SMKS Vancanitty using a scientific approach with a problem-based learning model.

The form of instrument used in the research is a cycle test, teacher and student observation sheets and questionnaires, then preparing CP and ATP and Teaching Modules that are adapted to the school.

3. RESULTS AND DISCUSSION

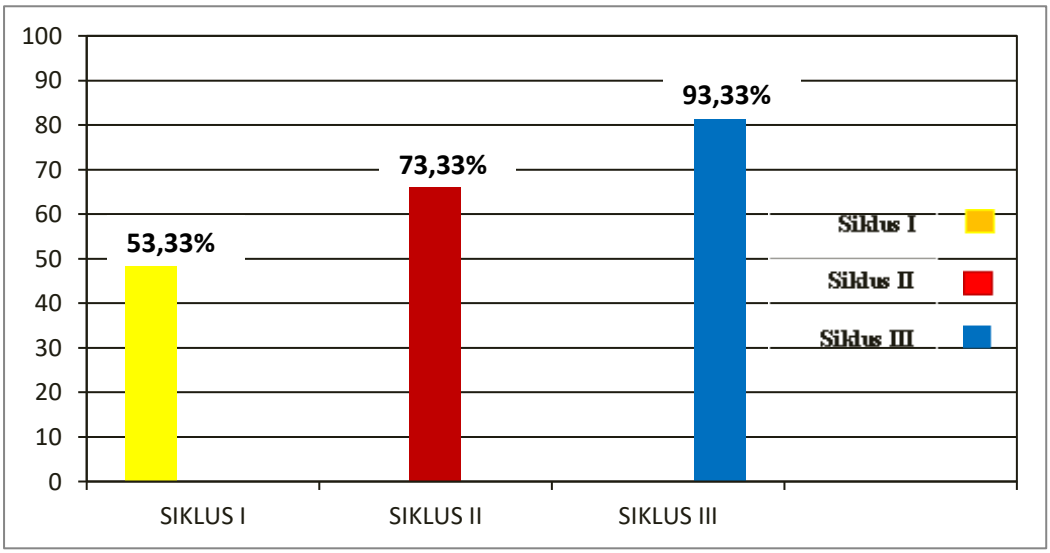
3.1 Learning Effectiveness

The implementation of cycle I with the presentation of material analyzing the themes and messages contained in the drama script by applying a scientific approach and using a problem-based learning model, has not obtained optimal results because the class conditions are still less conducive because the class conditions are still noisy and crowded students pay less attention to the teacher. Of the total number of 30 students who pay attention and focus on learning as many as 16 students (53.33%), while those who do not pay attention and talk to their friends as many as 14 students (46.67%).

In classroom action research there must be an increase or improvement in the quality, performance, quality, process and learning outcomes of students [6]. Based on this opinion, the researcher made several improvements in cycle II to realize these things. In cycle II learning, the class effectiveness began to improve compared to cycle II because out of 30 students, now 22 students (73.33%) paid attention to the teacher, while 8 students (26.67%) did not pay attention and talked to their classmates during learning.

In the third cycle of learning, the class effectiveness was good and conducive because when the learning was carried out, out of a total of 30 students, 28 students (93.33%) paid attention, while 2 students (6.67%) paid less attention and talked with their classmates during the

learning process. To facilitate the description above, the following chart is presented.



Gambar 1. Diagram Perbandingan Keefektifan Pembelajaran

From the description and chart of the class effectiveness conditions above, it can be concluded that from each cycle there is an increase in a positive direction because from cycle I to cycle II and to cycle III the number of students who pay attention to learning increases and the number of students who talk to their deskmates decreases, so the class action activities have been successful and stopped at cycle III and the application of a scientific approach using a problem-based learning model can increase the effectiveness of this learning in accordance with what is stated by [1] that a scientific approach with a problem-based learning model can develop students' conditions to be active so that the class becomes conducive.

3.2 Student Interests

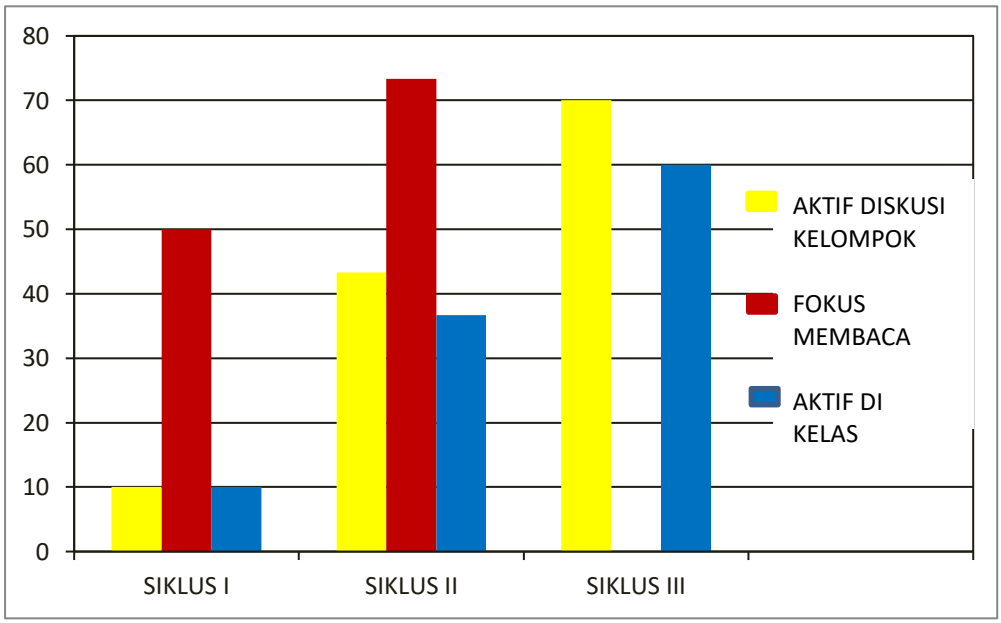
Student interest in learning in cycle I is still lacking, because the condition of students when the learning process is still a little this is shown by the attitude of students when learning takes place they are less enthusiastic in learning, when the teacher gives questions about the material the response is only 3 people (10%) while 27 students (90%) are silent, then when they are asked to read the drama script only 15 students (50%) who read, and some of them read with chatter as many as 14 students (46.67%) and the most showing less interest is there is 1 student (3.33%) fell asleep when given time to read the drama script. Another incident shown by students that their interest in learning is little because when given time for presentations only the group leader of each group is willing to come forward to explain as many as 6 students (20%) while members of each group are silent as many as 24 students (80%).

Based on the description above, it turns out that the learning cycle I in terms of student interest was very low. To solve this problem, the researcher made improvements in cycle II by referring to the theory according to [7] that problems in classroom action research must be solved collaboratively to solve the problems in the research. Meanwhile, according to [6] collaborative in solving problems in classroom action research is the existence of cooperation between researchers and observers to discuss how to overcome these problems.

In the second cycle of learning, students' interest in learning has increased compared to the first cycle because the students' condition when the

learning process is taking place is starting to respond, shown by the students' attitudes when the learning is taking place. When they were asked to read a drama script, out of 30 students, 22 (73.33%) students read the drama script with devotion and when they read the drama script, the number of students who sometimes stopped and chatted with their classmates is now 8 students (26.67%), and in the second cycle of learning, there were no more students who fell asleep when given time to read the drama script. Then when the teacher gave questions about drama to students, the number of active responders increased compared to cycle I to 11 students (36.67%), while those who were still less active were 19 students (63.33%), another incident was shown by students that their interest in learning began to increase compared to cycle I because when the teacher gave time for presentations between groups, now it was not only the group leader who came forward to present but also with their members and class discussion activities began to be active, students who were active in class discussion activities were 13 students (43.33%) and only 17 students (56.67%) were still silent during class discussions.

In the learning cycle III, students' interest in learning was high, this was shown because the students' condition when the learning process took place, they responded, shown by the students' attitudes when the learning took place, when they were asked to read the drama script, from all students, 28 students (93.33%) read with devotion while 2 students (6.67%) were still in between reading the script still liked to chat with their deskmates, when the teacher asked questions about the drama script, 18 students (60%) were active in answering the questions and 22 (73.33%) students were still silent, then when given time for class discussion, 21 (70%) students were active in the discussion activities, either asking, refuting or adding and 9 students (20%) were still silent during the class discussion. To facilitate the description above, the following diagram is presented.



Gambar 2. Diagram Perbandingan Minat Pembelajaran

From the description and diagram above, it can be concluded that students' interest in learning has increased, this is evident from the number of students who read drama scripts with focus, students who are active when the teacher asks questions about drama, students who are active when given time for group discussions from cycle I to cycle II and to cycle III are increasing and

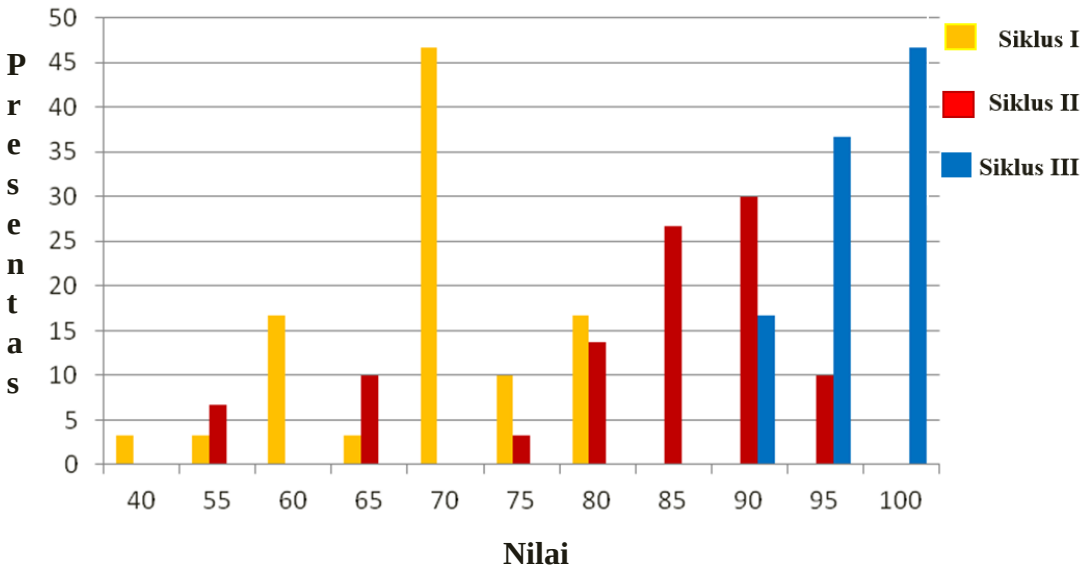
increasing. Based on this, it is concluded that the classroom action activities have been successful and stopped at cycle III and the application of a scientific approach using a problem-based learning model can increase students' interest in appreciating drama scripts as stated by Hosnan (2014: 299) that a scientific approach with a problem-based learning model can develop students' abilities to be critical and active so that they are able to solve their own problems.

3.3 *Learning outcomes*

In the first cycle of learning, the student learning outcomes were low, with an average score of 68.83 out of 30 students. This was because students were not yet accustomed to analyzing themes and messages in drama scripts using a scientific approach that utilizes a problem-based learning model, resulting in less conducive learning. These obstacles were then reflected upon and the results applied in the second cycle.

With various improvements to the deficiencies in cycle I, the implementation of learning in cycle II got an average score of 82.50, but in cycle II there were still 3 people whose scores were less than the KKM, namely 55 as many as 2 and 65 as many as 1 person, while the KKM score at SMKS Vancanitty was 75. Improvements were carried out by dividing students into smaller groups consisting of two people so that teachers could more easily provide direction and guidance and learning became conducive.

With improvements in cycle II, in cycle III the learning activities ran smoothly and the learning outcomes obtained from the total number of students in cycle III were 96.50 and these results show that there was an increase in student learning outcomes from cycle I to cycle II and to cycle III. From the description above, to facilitate understanding, the following diagram is presented.



Gambar 3. Diagram Perbandingan Hasil Belajar Siswa Setiap Siklus

With the description and diagram above, it can be concluded that the classroom action activities were successful and stopped at cycle III and the application of the scientific approach using the problem based learning model can improve student learning outcomes in analyzing themes and messages in drama scripts in accordance with what was mentioned by Hosnan (2014:299) that the scientific approach with the problem based learning model can develop students' abilities to be critical and active so that they are able to solve problems themselves.

3.4 *Student Response*

Student responses to learning were revealed through a closed

questionnaire. After participating in learning to analyze themes and messages in drama scripts using a scientific approach that uses a problem-based learning model with the aim of knowing what students felt during learning as according to Slameto (180: 2010) indicators that show the success of research can be expressed through statements that he likes something, manifested through participation in an activity, paying greater attention to a particular subject, and getting optimal results regarding a matter. based on the collected questionnaires, data was obtained about students' diverse learning responses and reflected in various aspects as follows.

The results of the questionnaire regarding learning effectiveness, based on the collected data and each statement related to learning effectiveness, are as follows:

Nearly half (14 students) (46.67%) strongly agreed, and 16 students (53.33%) largely agreed and enjoyed the statement that learning using the scientific approach using the Problem-Based Learning model was effective. This indicates that the application of the scientific approach using the Problem-Based Learning model to analyzing themes and messages in drama scripts was very enjoyable during the learning process.

Most of the 17 students (56.67%) disagreed and almost half of them (13 students (43.33%) strongly disagreed that by implementing the scientific approach using the Problem Based Learning learning model, learning activities became boring. This shows that the application of the scientific approach using the problem based learning model to learning to analyze themes and messages in drama scripts was not boring during the learning process.

Nearly half of the 13 students (43.33%) strongly agreed and most of the 17 students (56.67%) agreed with the statement that the application of the scientific approach using the Problem Based Learning learning model made the classroom situation conducive. This shows that the application of the scientific approach using the problem-based learning model to learning to analyze themes and messages in drama scripts made the classroom situation conducive when learning took place.

From the three questionnaire analyses above, it can be concluded that the application of a scientific approach using a problem-based learning model to analyzing themes and messages in drama scripts was very enjoyable, not boring, and the classroom atmosphere was conducive during the learning process.

The questionnaire results regarding student interest in learning, based on the collected data and each statement related to student interest in learning, are as follows.

A small percentage of 1 student (3.33%) agreed, almost half of 12 students (40%) disagreed and most of 17 students (56.67%) strongly disagreed with the statement that they did not like drama learning because they were less interested in drama learning. This shows that the application of a scientific approach using a problem-based learning model to learning to analyze themes and messages in drama scripts makes students interested in learning drama.

Nearly half of the 13 students (43.33%) strongly agreed and most of the 17 students (56.67%) agreed with the statement that they always participate in drama script analysis activities both in groups and individually. This shows that the application of a scientific approach using a problem-based learning model to learning to analyze themes and messages in drama scripts makes students' interest grow and participate in working on group and individual drama learning assignments.

Half of the 15 students (50%) disagreed and half of the 15 students (50%) strongly disagreed with the statement that the teacher paid little attention when delivering drama learning

materials. This shows that the application of a scientific approach using a problem-based learning model to learning to analyze themes and messages in drama scripts makes students pay attention to the lesson when drama learning takes place.

From the three results of the questionnaire analysis above, it can be concluded that the application of a scientific approach using a problem-based learning model to learning to analyze themes and messages in drama scripts makes students' interest grow so that they work on assignments individually and in groups and they pay attention to the teacher when the learning process takes place.

The results of the questionnaire regarding student learning outcomes, based on the data collected for each statement regarding student learning outcomes, are as follows.

Nearly half of 11 students (36.67%) disagreed and most of 19 students (63.33%) strongly disagreed with the statement of difficulty in finding themes in drama scripts after the teacher applied a scientific approach using the Problem Based Learning learning model. This shows that the application of a scientific approach using the problem-based learning model to learning to analyze themes and messages in drama scripts makes it easier for students to find themes in the script when drama learning takes place.

Most of the 18 students (60%) strongly agreed and 12 students (40%) agreed with the statement that finding the message in the drama script became easy after the teacher implemented a scientific approach using the Problem Based Learning learning model. This shows that the application of a scientific approach using the problem-based learning model to learning to analyze themes and messages in drama scripts makes it easy for students to find the message in the script when drama learning takes place.

Nearly half of the 14 students (46.67%) strongly agreed and most of the 16 students (53.33%) agreed with the statement that understanding drama scripts is easy after applying a scientific approach using the Problem Based Learning learning model. This shows that the application of a scientific approach using the problem-based learning model to learning to analyze themes and messages in drama scripts makes it easy for students to understand the script when drama learning takes place.

Nearly half of the 14 students (46.67%) disagreed and most of the students 16 (53.33%) strongly disagreed with the statement that grades would drop because in learning the teacher applied a scientific approach using the Problem Based Learning learning model. This shows that the application of a scientific approach using the problem-based learning model to learning to analyze themes and messages in drama scripts makes students unsure that their grades will drop after the teacher applies a scientific approach using the Problem Based Learning learning model when drama learning takes place.

From the four results of the questionnaire analysis above, it can be concluded that the application of a scientific approach using a problem-based learning model to learning to analyze themes and messages in drama scripts makes it easy for students to find themes and messages, understand the script and they are sure that their grades will not decrease after the teacher applies a scientific approach using a problem-based learning model during the learning process.

4. CONCLUSION

Based on the results of data collection and processing of the application of a scientific approach using a problem-based learning model in learning to analyze themes and messages in drama scripts in Class XI of SMKS Vancanitty in 2025-2026, the following conclusions were drawn.

The state of class effectiveness can be concluded that from each cycle there is an increase in the positive direction because from cycle I to cycle II, and from cycle II to cycle III the number of students who pay attention to learning increases and the number of students who talk to their deskmates decreases. So, the classroom action activity has been successful and stopped at cycle III and the application of a scientific approach using a problem-based learning model can increase the effectiveness of this learning in accordance with what was mentioned by Hosnan that a scientific approach with a problem-based learning model can develop students' conditions to be active so that the class becomes conducive.

Students' interest in learning has increased, this is evident from the number of students who read drama scripts with focus, students who are active when the teacher asks questions about drama and from the number of students who are active when given time for group discussions from cycle I to cycle II and from cycle II to cycle III, it continues to increase and increase from that it can be concluded that the classroom action activities have been successful and stopped at cycle III and the application of a scientific approach using a problem-based learning model can increase students' interest in appreciating drama scripts in accordance with what was mentioned by Hosnan that the application of a scientific approach with a problem-based learning model can develop students' abilities to be critical and active so that they are able to solve their own problems.

Student learning outcomes using the problem-based learning model can improve student learning outcomes in analyzing themes and messages in drama scripts because student learning outcomes increase in each cycle. In cycle I, the average student score was 68.83, then in cycle II, the student score increased to 82.50, but there were still 5 students who scored below the KKM, then continued in cycle III, it increased to 96.50 and all students' scores had exceeded the KKM. So, the classroom action process has been successful and stopped at cycle III in accordance with what was mentioned by Hosnan that the scientific approach with the problem-based learning model can develop students' abilities to be critical and active so that they are able to solve their own problems.

In connection with the conclusions above, suggestions are presented which may provide input in developing learning to analyze themes and messages by applying a scientific approach using the problem-based learning model.

The scientific approach using the problem-based learning model is suitable for learning to analyze themes and messages in drama scripts because it can make the classroom situation effective, increase student interest and increase student learning outcomes.

Students should frequently read various drama scripts so that their level of understanding of the script is higher and they know the themes and messages contained in it.

REFERENCE

[1] M. Hosnan, "Scientific and contextual approaches in 21st Century Learning," *Bogor Ghalia Indones.*, 2014.
[2] A. Teeuw, *Sastra dan Ilmu Sastra*. Jakarta: Dunia Pustaka Jaya, 2003.
[3] Slameto, *Belajar dan Faktor-Faktor Yang Mempengaruhinya*. Jakarta: PT. Rineka Cipta, 2010.
[4] H. Ws, "Drama karya dalam dua Dimensi," *Bandung: Penerbit Angkasa*, 1996.
[5] A. Suharsimi, "Prosedur penelitian suatu pendekatan praktik," *Jakarta: rineka cipta*, vol. 134, hal. 252, 2006.
[6] S. Arikunto, "Penelitian Tindakan Kelas (Jakarta: PT Bumi Aksara, 2008)," *Cetakan Ketujuh, hlm*, vol. 3, 2007.
[7] Z. Aqib, "Penelitian tindakan kelas untuk guru," 2006.