

## **Dramatic Learning Problems During the Covid-19 Pandemic at SMPN 1 Tanasitolo, Wajo Regency**

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### **Abstract**

This research is a type of research that is classified as a descriptive qualitative research. This study discusses the problems of learning drama during the COVID-19 pandemic in class VIII of SMP Negeri 1 Tanasitolo, Wajo Regency. The purpose of this study is to describe the process of implementing online classes in drama learning for class VIII students during the pandemic, the problems faced by teachers and students in the process of implementing drama learning during the pandemic, and efforts to find solutions to overcome the problems that occur to teachers and students in learning. implementation of online classes during the pandemic in class VIII. The data collection of this research was carried out by the method; (1) Observation; (2) Interview; (3) Documentation; (4) reading techniques; (5) note-taking technique; (6) Focus Group Discussion (FGD). The subjects in this study were Indonesian language teachers in class VIII and the objects in this study were students in class VIII at SMP Negeri 1 Tansitolo. The results of this study indicate that; (1) The online drama learning process for class VIII SMP Negeri 1 Tanasitolo is still in the process of stabilization and evaluation towards a better and more advanced stage; (2) The problems that arise in learning drama are about the lack of lesson plans, application of learning and technology, communication and student activity, lack of independence, and workload; (3) the efforts made as a solution are using applications that support, visiting students who are less active, training or learning online learning application technology, mentoring parents, and giving assignments comparable to what is being taught.

**Keywords:** Problematics, drama, pandemic

### **Introduction**

The development of a nation in the future is strongly influenced by the quality of education of the current generation. Of course, the teacher is one of the important parties in this matter. Junior High School (SMP) is the provider of education at the second stage of children's education. Based on Law Number 20 of 2003 concerning the National Education System, Chapter I Article 1 Paragraph 1, education is a conscious, planned effort to create a learning atmosphere in the learning process so that students actively develop their potential and knowledge to have religious spiritual strength, control self, personality, intelligence, noble character, and skills needed by himself, society, nation and state.

At the beginning of 2020, the world was shocked by the outbreak of the Covid-19 virus, and Indonesia became one of the countries affected by the Covid-19 virus outbreak. It was explained that Covid-19 is one of the deadly viruses thought to have originated in China. The virus is so easy to spread to the public. This has caused concern for the Indonesian government by enacting several policies to anticipate the spread of the Covid-19 virus. One of these policies is to limit the movement of people, which is called large-scale social restrictions (PSBB). The restrictions imposed by the government certainly have an impact on all community activities in general,

both in the economic, social, tourism sectors, and of course, greatly impacting the education sector.

Teaching and learning activities in schools are one of the things that have been greatly affected by the Covid-19 outbreak. As an effort to achieve the goals of the Curriculum even though it was carried out with the Covid-19 emergency situation, the Ministry of Education and Culture issued the Minister of Education and Culture Regulation number 719/P/2020 on August 4, 2020 regarding guidelines for implementing the curriculum in educational units under special conditions. The Minister of Education and Culture regulates schools in special conditions like today. In general, it is the central government or local government that determines the implementation guidelines. However, schools that choose to stick to the use of the national curriculum or will use emergency curricula (under special conditions), or even simplify curriculum independently. The emergency curriculum prepared by the Ministry of Education and Culture is a simplification of the national curriculum.

The Head of the Book Development and Research Agency of the Ministry of Education and Culture explained that the emergency curriculum ensures that competencies that must be achieved can be fulfilled during the Covid-19 pandemic. "The Ministry of Education and Culture issues an emergency curriculum or during a special period, because in a critical condition, learning can no longer be carried out as usual in schools, so relaxation and adaptation of learning are needed" Jakarta, Wednesday (26/8/2020). Since the issuance of the Decree of the Minister of Education and Culture regarding efforts to prevent and spread the Covid-19 virus, all learning activities have been diverted which were originally carried out at schools to become their respective homes. However, the objectives of the curriculum must still be implemented.

The use of an emergency curriculum is one of several alternatives that can be done by the school to carry out relaxation and adaptation of learning in special conditions like today. Judging from the current conditions, the pandemic has limited movement outside the home, including learning activities. As written in Permendikbud number 719 of 2020 concerning guidelines for implementing the curriculum of education units in special conditions.

The implementation of face-to-face learning that is transferred to home is quite foreign to most students and educators throughout Indonesia. Conventional learning systems that are usually carried out by educators are now replaced by various technological applications that can provide space for interaction between educators and students without having to meet in person. However, in learning activities, many problems are found, both problems with educators, students, in implementing the curriculum, learning process, facilities and infrastructure, parents, community, educational environment and also economic factors. These are the problems implementing online learning during the Covid-19 outbreak.

The unpreparedness of the community to face the current pandemic situation is certainly a major factor in the occurrence of some of these obstacles. The pandemic that has occurred requires educators and students to be able to carry out learning using learning applications and social media with the use of the internet, and are still required to achieve learning goals. This is also a problem for students who are required to be able to do learning in new and different ways from previous learning.

All learning activities during the pandemic are online learning. In the KBBI, online is a term in a network that is connected through computer networks, the internet and so on. In online learning, educators and students are required to be able to carry out distance learning activities independently. In this situation, of course, the role of parents is very important in accompanying their children, and as a supporter of character education and children's attitudes during learning at home.

All forms of change and development, especially in the world of education, of course have some problems or problems that can occur at any time, especially during the Covid-19 emergency situation. Likewise, learning Indonesian during the Covid-19 pandemic, especially learning that requires students to carry out discussions and planning and practice directly. One of them is learning drama material. The practice of drama material is very difficult to do online, while drama material is one of the main materials contained in basic competencies in Indonesian language learning, especially for class VIII in semester 2 of Chapter 8, namely "Dramas of Life". There are KD 3.15 - 4.15 and KD 3.16 - 4.16 drama text materials. Many obstacles often occur. Among them, the network is not very supportive, in terms of property facilities and others. Thus, the practice of drama is not seen as ideal to be practiced. Whereas junior high school is the ideal age for developing talent and personal character and potential in students.

In addition to material factors by each individual which will certainly have an impact on the implementation of online learning, based on initial observations made at SMP Negeri 1 Tanasitolo, on drama material, it is difficult to perform character demonstrations when you want to practice a certain drama, which is caused by limited interaction with one another. Others among students. Another problem is that most of the students are children who have a weak economy, so they do not get good facilities. Ansar (2020:52) explains, economic factors have a relationship with educational planning, because people who have small incomes only meet their daily needs. This is certainly a problem that should be studied scientifically and comprehensively so that these problems can be resolved, so as to minimize the shortcomings of online learning in the future.

Therefore, it is important to conduct a special study of the teaching and learning process of drama during the Covid-19 pandemic which is carried out online. Apart from being a demand for changing times towards the modern era and being done more digitally, it is not impossible that situations like today could be repeated in the future, although of course we never expect it to happen again. This makes researchers interested in raising the title in order to find out what problems occur and provide solutions for future learning so that this research provides benefits for teachers, schools and students.

Researchers chose SMP Negeri 1 Tanasitolo to study about the problems that occur in learning drama during the pandemic. This is based on the information that the researchers collected, several obstacles were found in online learning on drama material, including obstacles from teachers and students. The research that will be conducted by the researcher is entitled "Problematics of Dramatic Learning during the Covid-19 Pandemic Period at SMP Negeri 1 Tanasitolo, Wajo Regency". This study aims to improve the practice of drama learning which is carried out online and provide solutions that will be sought by teachers so that there are no obstacles that hinder the learning process in class VIII SMP Negeri 1 Tanasitolo Wajo Regency which is carried out online during the COVID-19 pandemic. 19.

## **Methods**

This type of research is classified as a descriptive qualitative research type. This study is to design research that describes the data objectively. Bodgan and Taylor in Moleong (2010) explained that qualitative research is a process in research that produces descriptive data in the form of written words from people and actors who can observe.

This study was designed with a qualitative description. Research that will produce descriptive data in the form of written or spoken words from people who participate in observable behavior (Tanzeh: 2011). This research is an instrument of key and research results which emphasize more on meaning than generation. Researchers taking this type of research have a reason to describe and present data about the problems of online drama learning during the Covid-19 pandemic at the Junior High School (SMP) level.

In this study, researchers only describe or describe the problems of online drama learning with the Wab Based Instruction (WBI) class model during the covid-19 pandemic. The application of this design is done by collecting data, managing, and presenting the data objectively, through the stages of observation, interviews and documentation based on the formulation of the problem in this study.

The data in this study are the results of observations, interviews and documentation from students and teachers. researchers will obtain data or information directly sourced from utterances, utterances, expressions, testimonies, by conducting interviews and observing the learning activities of students and teachers. data sources are one Indonesian language teacher class VIII, administrative staff of SMP Negeri 1 Tanasitolo, and 23 students from class VIII of SMP Negeri 1 Tanasitolo. Sampling of 23 students from 115 students, which was taken from 20-25% of the total class VIII. According to Arikunto (2010:112), if the subject is less than 100 people, all of them should be taken, if the subject is large or more than 100 people can be taken 10-15% or 20-25% or more.

The instrument in qualitative research is the researcher himself (Moleong, 2017: 9). In the research to be carried out, the researcher himself is the key instrument (main) in this case the researcher functions to find data, collect data, and present data analysis and will report the results of research conducted on Indonesian language teachers and students in class VIII SMP Negeri 1 tanasitolo, Wajo Regency in the problems of learning drama. Plus the help of observation guidelines, interview guidelines and documentation guidelines.

The data collection techniques used in this study are (1) Observations with observations made systematically about the phenomena to be investigated to optimize the ability of researchers from motives, beliefs, concerns and habits. (2) Interviews are a form of verbal communication. which aims to obtain information about the thing to be researched and known from someone who will be a source of data in oral form and record the results of the interview. (3) Documentation Documentation is data collection that is carried out through written improvement, the condition of students, the state of facilities and infrastructure, Indonesian language learning books and photos of documentation during the implementation of online learning. (4) Reading technique is the most important thing, data cannot be generated without reading the findings after identifying the problems of online drama learning. (5) Recording Technique, the note-taking technique is used to record the findings from the identification of the formulations of problems one and two with the aim of finding solutions for any problems that occur in drama learning during a pandemic.

## **Results and Discussion**

### **Implementation of Drama Learning during the Covid-19 Pandemic in Class VIII SMP Negeri Tanasitolo Wajo Regency**

In the process of implementing learning, previously the school decided to conduct online learning during the current pandemic. Previously, the school had held a meeting with the parents/guardians of students to explain the purpose of online learning and the technical implementation of it. Before starting the learning process, of course, the teacher prepares the RPP (Learning Implementation Plan). The RPP is arranged systematically so that the learning implementation process continues as effectively as possible. This preparation is in the form of written and mental preparation of educators before starting the learning process.

From the observations obtained at the research location, before starting the online learning process the teacher carried out the planning stage, implementation and evaluation. Basically, this can be said to be quite different from the standard of primary and secondary education process issued by the Minister of Education and Culture in the regulation of the minister of education and culture number 22 of 2016, although there are some things that are appropriate.

This can be seen in the learning implementation process that has been prepared in the lesson plan for class VIII teachers of SMP Negeri 1 Tanasitolu as follows.

### ***Planning***

At the planning stage, the teacher prepares lesson plans, is mentally strong and prepares tools to support other learning processes such as smartphones, laptops, and smooth internet connections using the WhatsApp social media application. The lesson plans made by the teacher are in accordance with the curriculum that has been applied by the SMP Negeri 1 Tanasitolu school, namely the 2013 curriculum by following the rules of learning during the pandemic. The RPP that is made is of course different from the usual RPP except for the opening activities. If the teacher conducts face-to-face learning directly, then the implementation of online drama learning is the teacher first creates a class group through the WhatsApp social media application, the teacher will collect the cellphone numbers of all students to be invited to the study group. The Learning Implementation Plan (RPP) used by the teacher can be seen on the appendix page.

After observing the Learning Implementation Plan (RPP) and making observations, it was found that the learning implementation process that occurred in the field, namely the Learning Implementation Plan (RPP) used was still using face-to-face learning RPP directly while the learning process was carried out online. In this case the teacher uses the face-to-face learning lesson plan directly by applying it according to online learning, the teacher still follows the learning steps contained in the face-to-face learning lesson plan directly but is done online. Likewise, the learning media and tools used are only smartphones. In addition, the teacher's lesson plans do not include basic competencies (KD) and do not include learning indicators. The following errors were found in the lesson plans in terms of knowledge and skills:

### ***Knowledge Aspect***

In the implementation of online learning, of course, it is different from face-to-face learning RPP directly. Therefore, teachers carry out online learning by adjusting the face-to-face learning lesson plans directly with online learning because teachers only use the old lesson plans (Offline). Just as the teacher gives students the opportunity to identify the material that has been given by telling it in the class group. However, in this case it does not require the possibility of all students actually identifying and even looking for the material provided.

In the case of group formation which is written in the face-to-face lesson plan, it is directly transferred to online learning by directing students to create groups on WhatsApp and discuss them in the group together with their group friends. After that, students only send the results of their work in the whatsapp group without presenting the results of the discussion, while in the lesson plans provided by the teacher, students present the results of their discussions with group friends. Meanwhile, at the stage of giving assignments (PR) the evaluation value of students is made.

### ***Skill Aspect***

In the aspect of skills in the lesson plans used by the teacher, the time given to students is not possible to do in one meeting due to receiving material which coincides with the assignment of drama-making while drama-making takes a long time to produce a good work.

### ***Implementation***

In the preliminary activity, the teacher opened with greetings in the WA group and sent a list of the names of students who had participated in online learning activities. Students who participate are directed to include their names on the attendance list that has been sent by the teacher in the Wa group. After filling out the attendance list, the teacher reminded the material

that had been studied previously, however, the teacher did not convey the motivation and did not explain the competencies to be achieved by the students.

In the core activity the teacher provides guidance to see, observe, read and rewrite what is in the textbook for each student, after that the teacher gives the opportunity for students to identify and understand things that have not been understood and answer some of the questions in the book. In the lesson plan, students are directed to form small groups to discuss and present the results of the discussion but it is not carried out by the teacher but students complete their assignments individually. After the task is complete, students are directed to send assignments to the teacher's WA. The lesson ends without giving a conclusion and an opportunity to ask questions.

In the closing activity, students do not reflect on the implementation of learning and do not make a summary of the important things that arise in the implementation of the learning that has been done. After that the teacher gives an assessment along with assignments to students and closes the teaching and learning activities.

In the preliminary activity the teacher opens with greetings and prays in the WA group after that, the teacher sends a list of the names of students who take part in online learning activities. Students who participate are directed to include their names on the attendance list that has been sent by the teacher in the Wa group. After filling in the attendance list the teacher reminded the material that had been studied previously, however, the teacher did not convey the motivation and did not explain the competencies that would be achieved by the students.

In the core activity, the teacher provides guidelines for viewing, observing, reading and rewriting what is in the package book for each student, after that the teacher provides opportunities for students to identify and understand things that have not been understood about the steps for staging dramas. In the lesson plan, students form small groups to discuss and present the results of the discussion, but the teacher does not do this, but the teacher assigns students to practice drama for individual students by playing several characters and characters by changing the intonation of each voice to distinguish different actors. After the task is complete, students are directed to send assignments to the teacher's WA. The lesson ends without giving a conclusion and an opportunity to ask questions. However, the result is that few students succeed in doing their assignments by reason of not being confident.

In the closing activity, students do not reflect on the implementation of learning and do not make a summary of the important things that arise in the implementation of the learning that has been done. For students who have not sent assignments, they are assigned to send them until the deadline next week or at the next meeting. The teacher closes the teaching and learning activities by praying.

Aspects observed in the implementation of online teacher and student learning during the covid-19 pandemic Teacher In the use of learning applications in the knowledge aspect it is supported while in the skills aspect it is not supported, the teacher continues to use the Indonesian language learning book that has been determined and the implementation of learning is according to the learning hours but the less than optimal time management is caused by the delay of teachers or students which often occurs, while communication is not well established because some students are bored with online learning, while in giving assignments the teacher gives individual assignments that do not involve groups so that students cannot gather in the middle of pandami but often the tasks given are rather difficult for students to do alone.

## **Learners**

In the use of learning applications in the knowledge aspect it is supported while in the skill aspect it is not supported, students learn according to the learning time but the less than optimal time management is caused by teacher or student delays that often occur, while communication

is not well established due to some students who are bored with online learning, while giving assignments, students feel a little burdened if too many tasks are given to the teacher, while other subjects also give assignments so that students complain about the assignments given.

The achievement of learning objectives at the first and second meetings is as follows:

### **Purpose of the First Meeting**

#### ***Identify the drama text and determine the elements and text of the drama***

In this purpose, students can identify (write) drama texts and determine the elements of drama. However, not all students carry out the directions given by the teacher. There are some students who do not look for and read the material provided, they just enter the WA group to do online learning and check attendance without doing what the teacher has directed. So that in this learning goal some students have achieved and some are not achieved;

#### ***Explain how to write the text of the play and its presentation***

For this purpose, it can only be seen from the results of the presentation of students' drama texts caused by students not being able to explain directly how to write drama texts in the WA group but seeing the results of students' work, if the results are good then students have understood how to write drama texts. . Therefore, this goal is stated to have been achieved because the students succeeded in presenting the drama text.

#### ***Writing drama text***

For this purpose, students are directed to make drama texts according to what they have learned about how to write drama texts. Therefore, this goal is achieved because, students can write drama texts according to what they are learning, even though one or two students make simple drama texts.

### **Purpose of the Second Meeting**

#### ***Understanding the steps of staging drama***

For this purpose, students have been directed to understand the steps of staging drama in order to present drama well. This goal is not achieved because students have studied but few students can play and do not collect the assignments that have been given regarding individual drama.

#### ***Performing dramas in groups***

For this purpose, students are directed to perform dramas but not in groups because learning is held in their respective homes. Therefore, the teacher directs students to do drama individually by playing several characters and characters in one person or individually then recording the results of the drama and sending it to the class group. This goal did not work because of the 23 students, only a few students collected the assignments given.

### ***Evaluation***

After the online class implementation process, the last process carried out is evaluation. The evaluation process should be carried out to find out the level of ability and understanding of students usually by giving assignments. At the evaluation stage, the task being assessed is the task given at the meeting during learning, the task is the teacher's assessment in giving grades to students. Of the 23 students, 17 of them achieved the KKM score, namely 75 and 6 students did not achieve the KKM score. The average result of the first value is 8.3 while the second value is 8.6, then the two values are added and divided by two so as to find the final average result of the two values in the knowledge aspect. The value in the knowledge aspect has reached the KKM value and it is stated that the learning process is successful, although several ways of learning need to be maximized. Of the 23 students, 4 of them achieved the KKM score, namely 75 and 19 students did not achieve the KKM score. The average result of the first value is 6.3

while the second value is 6.0 then the two values are added and divided by two so as to find the final average result of the two scores on the skill aspect, which is 6.1. The score on the skill aspect did not reach the KKM value and it was stated that the learning process was not successful so it had to find a solution for online learning for the skills aspect. Based on the results of observations made by researchers, it can be concluded that in the process of implementing online drama learning in the knowledge aspect it is quite well done because, the scores achieved by students are on average good and reach the KKM value that has been set and, students also obey the teacher's orders. by sending assignments that have been given except, students who did not have time to attend. Learning is carried out as usual, it's just that the teacher does not do face-to-face directly but online through the WhatsApp application which must be connected to a smooth internet network. Some of the online learning processes in the knowledge aspect have followed the lesson plans. The value is taken through the results of the tasks that have been given at the time of learning. Meanwhile, in the learning process on the skills aspect, this is due to the average value achieved by students not reaching the KKM, even more students who do not complete the tasks that have been given, therefore the learning objectives in the lesson plan are not achieved. There are several learning activities that are not in accordance with the lesson plan because students do not respond to the teacher. It can be said that learning that is carried out using the WhatsApp application on online learning material aspects of skills (practice) does not support the implementation of online drama learning.

### **Problems of Teachers and Students in the Dramatic Learning Process**

In the learning process, many problems occur and are faced by teachers as educators which are divided into several indicators, including; (1) the process of delivering the material being taught, (2) the process of interaction with students in the learning process, (3) the quality of the empowerment of facilities and elements in a lesson, (4) the management of teaching materials to be delivered in the learning process, (5) preparation Curriculum tools that are in accordance with current conditions (Resky, 2020). Online learning is learning that is carried out without meeting directly between students and teachers but is carried out online. As previously explained, drama learning in Indonesian subjects is carried out online through the WhatsApp social media application. In the online learning process, of course there are several problems or problems that occur, both from students and teachers. In online drama learning in class VIII, there are several problems or problems that occur during the learning process. The following are the problems that occur in the aspects of knowledge and skills. From the results of interviews that researchers have conducted with teachers and students, in addition to common problems that occur in online learning such as network problems, quotas, smartphones, delays, and others. The process of implementing online classes in drama learning in terms of knowledge and skills, of course, faces various kinds of problems. After interviewing teachers and students, the following are the problems that occur in drama learning aspects of knowledge and skills.

### **Problems with the Learning Implementation Plan (RPP)**

The lesson plan used by the teacher is a direct face-to-face learning lesson plan which is then carried out in the form of online learning. Of course, this is different in the process of implementing online learning and offline learning. In addition, the time in the lesson plans is not in accordance with what is being taught, the teacher gives a short time to students by giving them learning materials after which they assign them to play, while the time for drama takes a long time so that some learning objectives are not achieved optimally. In addition, in the RPP used by the teacher, it does not write down the learning indicators and basic competencies taught by the teacher so that the RPP made is not clear. In addition, the RPP made by the teacher does not cover all KD indicators that have been set by the government. Even though the government in this case the Ministry of Education and Culture has issued (Permendikbud No. 22 of 2016) which has regulated the RPP standards that are suitable for use by teachers in the

learning process based on the RPP components, including the main material, time allocation, learning objectives, KI KD, as well as learning methods in accordance with the circumstances at that time.

### **Problems of Learning and Technology Applications**

From the results of observations that have been made by researchers, the results of the knowledge aspect that have been seen from the value of the drama learning outcomes of students have reached the KKM value. Therefore, in online drama learning in the knowledge aspect it goes well using the WhatsApp application with the learning steps that have been carried out by the teacher. However, several things need to be addressed, namely the way of providing material that directly directs students to open the book pages in the textbook which should be explained a little first and the assignment of tasks must be equivalent to the learning given so that the learning implementation process is maximized and the students' grades are better. not achieving the KKM can be better and achieve the predetermined KKM value. This is of course not in accordance with (Permendikbud No. 22 of 2016) which discusses the implementation of learning. In the preliminary activity of implementing learning, it is explained that the teacher should provide learning motivation to students contextually according to the benefits and applications of teaching materials in everyday life, as well as explaining the learning objectives or basic competencies to be achieved and conveying the scope of the material. The obstacle regarding some students using the WhatsApp application which has a value of not reaching the KKM is how to provide material by the teacher, only directing students to open book pages and send learning materials.

Regarding this, it is possible that all students did not study the material that had been sent and did not open the page of the book that had been directed, it was clear from the scores of students who did not read the material the average score was low. The learning application used by the teacher is using WhatsApp. Through the WhatsApp application, teachers and students find it difficult to carry out practical learning without meeting face to face and talking directly. Therefore, the teacher cannot know to what extent the ability of his students. In addition, many students complain about drama practice learning which is done through the WhatsApp application because it does not support a good learning process so that students find it difficult to understand. This is also a serious problem which is contrary to (Permendikbud No. 22 of 2016) which states that teachers must adapt resources to the objectives and characteristics of the learning process. Mastery of technology is very necessary for every teacher to use appropriate learning applications and in accordance with the learning materials to be taught.

However, the mastery of technology is not evenly distributed, especially for teachers, so that the implementation of online learning is constrained because of the teacher's inability to use learning applications that are in accordance with the material being taught, such as practical drama learning. In addition to application problems, teachers also use personal data networks when conducting online learning at home. The network used by the teacher is sometimes good and sometimes not good so that it can be disrupted during the learning process. Mastery of technology is very necessary for every student. In the technology section, it is not only application problems but the use of tools such as laptops, smartphones, wifi, quotas used to access learning applications but are constrained by students who only borrow their parents' smartphones, quota runs out, network problems, and there are students whose homes in the interior so it is difficult to get an internet network.

Meanwhile, according to (Gikas & Grenat, 2013) In the implementation of online learning, supporting facilities are needed, such as smartphones, laptops, or tablets that can be used to access information anywhere and anytime. Teacher communication is maximal enough for students, teachers are active in the learning process, teachers often ask the whereabouts of students who do not have time to attend learning activities and invite students to ask questions

if there are things they don't know. However, sometimes students do not respond to the teacher, only read chat messages in the WhatsApp group and do not respond to the teacher. Furthermore, teachers should be able to create order, discipline, and comfort for students in accordance with (Permendikbud No. 22 of 2016). This is intended as an effort to minimize actions that can interfere with the comfort and effectiveness of teaching and learning activities by teachers.

Student communication between teachers is not optimal. This is because the students are bored so they are lazy to respond to the teacher. Some students reasoned that learning was carried out via WhatsApp which was quite rigid so they were lazy to respond to the teacher. Therefore, communication does not run smoothly and causes students to be less active. This is very influential on the smoothness of online learning because communication is very important when learning online. The absence of face-to-face meetings between teachers and students causes students to be independent in understanding learning. The independence of students while studying at home is not fully implemented, especially in learning skills/practices. This does not rule out the possibility of a lack of understanding of the material because not all students can understand the material by reading alone, even if it is explained directly, sometimes students do not understand, especially when they are only directed to read the material and are emphasized to understand the material that has been given. Especially if the material presented is practical material that must be done and exemplified directly.

The tasks given by the teacher make students feel burdened, because the learning carried out is not effective in the aspect of skills (practice) while the tasks given are quite heavy to do for students to practice indirectly. Not to mention being chased with deadlines for collecting assignments, while it's not just one subject that gives assignments. Whereas the Minister of Education and Culture has regulated in (Permendikbud No. 22 of 2016) that teachers are obliged to adapt subject matter to the speed and learning ability of students. Efforts were made to overcome the problems of learning drama during the COVID-19 pandemic in class VIII of SMP Negeri 1 Tanasitolo, Wajo Regency. During the COVID-19 pandemic, online learning is a solution to continue the rest of the semester that has been going on. Online learning is defined as the experience of transferring knowledge using photos, videos, audio, images, and text communication, software (Basilaia & Kvavadze, 2020) with the internet network (Zhu & Liu, 2020). This is a modification of learning for knowledge transfer through website forums (Basilaia & Kvavadze, 2020) as well as digital technology trends as a hallmark of the 4.0 industrial revolution to support learning during the COVID-19 pandemic. From the problems faced by teachers and students, there are several efforts that can be made by teachers. This is because solving problems that occur will affect the improvement of the quality of learning and teaching and learning experiences, especially for class VIII students. So that the online drama learning process runs better.

### **Improvement of Learning Implementation Plan (RPP)**

Researchers provide online drama learning lesson plans for Indonesian language teachers and direct teachers to improve the lesson plans that are made and collaborate with teachers of the same subject in order to improve the lesson plans that have been made so that they can correct each other and submit opinions so that they can become appropriate and appropriate lesson plans for implemented in teaching and learning activities. In addition, teachers are directed to learn the steps that must be included in the RPP as well as the requirements for a good and correct RPP so that the RPP is appropriate to use in accordance with (Permendikbud No. 22 of 2016.)

### **Use of Learning Applications and technology**

Efforts are made to maximize learning in the knowledge aspect, namely the teacher is endeavored to explain the material that has been given or sent to students by using voice recordings, not only sending material and showing material pages in textbooks in the WhatsApp

application because it does not rule out that there are students who do not read the material and do not open the pages of the book to which it is directed.

In addition to delivering the material, as for the efforts made by the teacher on the problem of students who do not understand when given an assignment, the teacher first explains well the material provided so that when given the task students are able to complete their task well and do not forget to ask the students whether they have done it. understand how to carry out the tasks given, lest the tasks given are not equivalent to the material that has been taught so that students are confused and unable to complete the tasks given. In this case, it is inappropriate for the teacher to only direct students to open textbooks and do assignments on the pages shown.

Regarding technology, it is necessary for every teacher to use the right application for the implementation of the learning to be carried out, especially setting up a good network in the area where the teacher lives, or using good wifi so that the network runs well and is not hampered during the learning process.

Efforts made by students in the obstacles that have occurred, namely, students are emphasized to learn the material that has been given by the teacher, if the teacher directs to open the page of the material shown, students must open and study the material, of course in this case parents must play a role in supervising their children in carrying out online learning, at least teachers and parents must have good communication, and it would be nice if parents and teachers have groups with teachers so they can control their children.

Efforts made by teachers are to use supportive learning applications such as zoom or google meet so that students and teachers can meet face-to-face, even at home. By using this learning application, participants who have smartphones and quotas can easily download the application and use it in the implementation of online learning. Infrastructure that supports free online learning through several discussion rooms to interact such as Google Classroom, Whatsapp, Smart Class, Zenius, Quipper and Microsoft (Abidah et al., 2020).

Efforts were made from the lack of technological knowledge, namely, first, the teacher held training on online learning, especially using learning applications in online learning. Likewise, students need to conduct training so that students can understand the online learning process and can run it well. Teachers who are quite proficient in technology teach each other their fellow teachers and students are directed by their teachers to learn several applications that are used for online learning.

Efforts made by students by preparing a zoom learning application directed by the teacher by downloading the application, and setting up quotas so that the implementation of learning runs smoothly. Before the learning process takes place, students are directed to study the zoom application so that when the learning process begins, all students are no longer confused about running the learning application.

When it comes to network problems, students are warned beforehand so that before learning begins, they are directed to find a good network so that learning implementation activities can run well. When it comes to quotas, the school and the government have distributed learning quotas to students, besides that the teacher advises students not to misuse the quota for applications that are not important for online learning and of course this requires cooperation between teachers and parents at home to supervise their children in smartphone abuse.

### **Improves Communication and Liveliness**

Efforts made on teacher communication. Teachers must be able to liven up the classroom atmosphere even though it is done online by providing material that attracts the attention of students, and focus on students by provoking students who rarely talk and providing motivations so that students are enthusiastic about participating in online learning. The same

applies to student activity. Therefore, teachers must focus on students so that students can be enthusiastic and active in the classroom so that learning is even more effective if communication is good and students are active. Learning is essentially not just verbal delivery of messages but is a professional activity that requires educators to be able to use basic skills when teaching in an integrated way and create efficient situations (Mashudi, Toha et al, 2007: Therefore in a learning teacher needs to create a conducive atmosphere and learning strategies that attract students' interest. In order for an effective learning process to occur, teachers need to focus on students. This view is in line with (Apriono, 2013) which states that learning must be centered on students not on the teacher and knowledge is seen as a social construct that can be done with peer interaction. and cooperation. However, if one of the students very rarely appears in the online class (absent), the student visit team visits the students' homes to find out why students rarely participate in online learning and provide solutions to the problems experienced by these students.

### **The Role of Parents and the Surrounding Environment**

Efforts are being made to overcome the independence of students, namely the teacher talking to parents at home to try as much as possible to continue to accompany their children in the online learning process. This is because students themselves are not always able to carry out their school assignments without additional help from parents at home, because parents at home control their children to be able to study at home (Cooper et al., 2000; Cosden et al., 2001).

As stated, (Dewi. 2020) given that changes in the online learning process that are carried out indirectly affect the absorption of students. Therefore, it is important to pay attention to communication between parents and educators to realize the independence of students' learning while the covid-19 virus is still rampant in the world.

### **Assignment**

Efforts are made so that students are not burdened by the tasks given, namely the teacher gives tasks that are equivalent to the way of learning, does not give very difficult tasks for students while the learning process is not proportional to the tasks given, especially not only one subject that gives assignments. As a teacher, you must understand your students so you don't feel pressured and burdened. Because, in (Permendikbud No. 22 of 2016) it is stated that teachers must adapt subject matter to the abilities of students.

Efforts are made for students if they get assignments from the teacher to be completed as quickly as possible, not delaying the work on assignments so that some assignments from other subjects pile up and students will feel burdened. This must be accompanied by parents to remind their children to do their work first

### **Conclusion**

The process of learning drama for class VIII students during the COVID-19 pandemic is carried out online. The teacher carries out the learning planning process by preparing online learning lesson plans, smartphones, laptops, Indonesian books and related drama materials, other media fibers. The implementation is by submitting material and giving assignments, as well as evaluating by checking assignments sent to the WhatsApp group in the form of files, photos or recordings. The problems experienced by teachers in carrying out online classes during the COVID-19 pandemic in class VIII drama learning at SMP Negeri 1 Tanasitolo Wajo Regency are regarding lesson plans that have not been packaged in online learning, learning and technology applications, communication and student activities, student independence, and tasks that burden students. Efforts were made to overcome the problems of learning drama during the COVID-19 pandemic at SMP Negeri 1 Tanasitolo, Wajo Regency, namely learning applications using the Zoom or Google Meet application in the skill aspect learning process (practice), conducting visits at the homes of students who were less active in participating in

learning. online, conduct learning or training on online learning applications, teachers work together with parents of students to continue to accompany their children during online learning, and teachers provide tasks that are equivalent to the learning method that has been given by students.

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