

How does Learning Drama Help Students to Build Seven Survival Skills?

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Abstract

This study aims to answer the question how does drama learning help students develop the Seven Survival Skills? The method used in the research is the qualitative approach used in this study to describe in detail. The researcher uses the theory "Seven Survival Skills." They are as follows (Wagner, 2012): 1) Critical thinking and problem-solving; 2) Collaboration across networks and influence; 3) Agility and adaptability; 4) Initiatives and entrepreneurship; 5) Accessing and analyzing information; 6) Effective oral and written communication; 7) Curiosity and imagination. According to the findings of the study, drama can help people learn seven important survival skills by engaging in learning and dramatic activities. Several studies using drama learning activities have demonstrated the impact of theorizing about drama on students' ability to develop survival skills.

Keywords

drama learning; seven survival skills; document review



I. Introduction

It is necessary to conduct a literature review in order to convey specific facts and information. While improving students' language skills, it can also assist them in becoming mentally involved in the interpretation of literary works. The subject of literature continues to be a source of contention, even after a thorough investigation into the matter has been completed, particularly in formal and informal educational institutions. Education has a very strategic role in determining the direction of the forthcoming of the nation's quality of community knowledge (Musdiani, 2019). This compulsory education program is expected to provide minimum education for Indonesian citizens to be able to develop their potential so that they can live independently in a community environment or continue their education to a higher level (Martono, 2020). The instructors of these courses have continued to emphasize the connections that exist between the creation of literary works and their interpretations of those works. Teachers are also frequently constrained by rigid learning ethics that place an excessive reliance on text and other learning tools, limiting their ability to develop innovative learning methods and techniques that increase students' motivation and engagement throughout the learning process, in addition to the above. Students who study literature in this manner are more likely to comprehend rather than appreciate it theoretically; high school and college students are exposed to the literary genre *knoHighma*, which is one of the literary genres that is taught at both institutions. Drama education continues to be of poor quality in many Indonesian universities, including some of the country's most prestigious academic institutions. The fact that these conditions continue to be plagued by a variety of issues, all of which are associated with ineffective learning strategies, is a testament to their pervasiveness. Those who study drama or other literary genres are well-known for not only preparing

students to become writers or playwrights, but also for instilling in them an understanding of dharma, or the way things work (the way things are).

Students' increased interest in and positive attitude toward drama will result in a greater appreciation for the art form as a result of their increased interest and positive attitude toward drama. It is necessary for students to be able to comprehend text, analyze its meaning, and express their thoughts and opinions in order for them to advance in their language learning. It is a problem that many teachers are still unsure of how to effectively teach drama. A drama can only be interpreted as a play that is capable of effectively teaching drama in the classroom when the numerous obstacles that will be encountered are taken into consideration. According to research, dramatic texts, on the other hand, should be an effective tool for improving students' language skills while they are studying a foreign language. Teachers must have a thorough understanding of the nature of drama, didactics, and instructional methods, among other things, in order to be effective in their classrooms. It is necessary to conduct a literature review in order to convey specific facts and information. While improving students' language skills, it can also assist them in becoming mentally involved in the interpretation of literary works.

II. Research Methods

In accordance with the decision made at the time of writing this document, this investigation will be carried out in a qualitative manner. It was possible for the researchers to describe in detail and depth how drama learning assists students in the development of the Seven Survival Skills because they used a qualitative approach to gather their data. We are conducting this research in accordance with Sutopo's (2006) assertion that qualitative research produces a detailed and in-depth description of a condition portrait of what occurred after the subject being studied, and this is exactly what we are doing here in accordance with his assertion.

The information for this research project was gathered through the use of the document review technique, and the information was then used to compile the final report on the subject. The document review technique was chosen for this study's data due to the fact that it contained documents (procedures for data collection recorded documents and attempts were made to determine their meaning) and because the data contained documents (procedures for data collection recorded documents and attempts were made to determine their meaning).

III. Discussion

This research discusses how does drama learning help students develop the Seven Survival Skills? Based on the theory in reviewing this research using the "Seven Survival Skills approach." They are as follows (Wagner, 2012): 1) Critical thinking and problem-solving; 2) Collaboration across networks and influence; 3) Agility and adaptability; 4) Initiatives and entrepreneurship; 5) Accessing and analyzing information; 6) Effective oral and written communication; 7) Curiosity and imagination. And will be discussed one by one below:

3.1 Critical Thinking and Problem Solving

Drama is defined as the act of immersing oneself in the world of a story. When students engage in storying, they are participating in a natural human process that aids them in discovering the essential meanings of their own and others' lives, Booth (1995).

Successfulness in all aspects of life necessitates the development and maintenance of logic and problem-solving abilities throughout one's life. According to a study conducted in Turkey in 2015, drama can have a positive impact on children's ability to solve problems of a creative nature that necessitate a higher level of thinking, as well as their ability to communicate effectively.

In a creative drama course, sixteen second-grade students who were studying primary mathematics were enrolled. The students' behavior was observed prior to, during, and after the procedure was carried out. Before enrolling in the course, students who had previously studied drama were more adept at applying their newly acquired skills and perspectives to the creative problems that were presented to them after completing the course than their non-dramatic counterparts. Also observed was that these children appeared to be more confident in their ability to solve problems and contribute to the overall effort than the other children, which was in stark contrast to the other children. Incebacak and colleagues (BB, Ersoy, and E. Incebacak) published their findings in 2015 (BB, E. Incebacak) in the journal *Biological Chemistry*.

Participants in the production of drama, which is widely recognized as a collaborative art form requiring emotional intelligence from those involved in the production, must have high levels of emotional intelligence as well as cognitive ability. It is also necessary for the players to maintain their loyalty and camaraderie, as well as their concern for one another, throughout the entire game. Students' positive character is developed through the development of their emotional intelligence, which becomes even more important when they are treated favorably in return for their efforts.

It is possible to develop a positive character toward piety toward God through the development of spiritual intelligence, specifically spiritual intelligence regarding dramatic performance. When you consider that drama has traditionally been used to tell a variety of stories about issues arising from an individual or group's use of a community's resources, the issue of divinity is no exception in this case. Students' sensitivity is increased in order for them to better comprehend religious texts, according to the researchers.

Students' ability to perform roles in drama necessitates the development of kinesthetic intelligence, which allows them to follow the script to the letter. All of the following factors are taken into consideration: processing abilities for body movement, stage blocking abilities, and whether or not the expression/expression is an application of the students' kinesthetic intelligence

Whether at home or at school, children depend on their teachers and parents to pay attention to them. As a result, it is critical that they develop critical listening skills in their young lives from an early age. Some children are naturally gifted in these areas; however, drama and theater education can assist them in improving their ability to pay attention intently and absorb details while listening to a lecture or watching a performance.

It was discovered by a 2000 study published in the journal *NFER* that training and experience in the dramatic arts can assist individuals in improving their technical skills, which includes acting, by improving their technical skills. There is evidence to suggest that when children act out their thoughts and feelings about a subject, they become more present and engaged in their interactions with others. This allows them to connect with the message being presented and absorb concepts such as intent, bias, and subtext with greater ease.

3.2 Collaboration Across Networks and Leading By Influence

The process of collective inquiry and exploration takes place in a drama class, with teachers and students working together to complete the tasks. Booth (2012) cites O'Neill (1987) as stating that teamwork, writing, speaking, presenting, performing, directing,

engagement, behavior, participation, vocabulary, literature, programming, and improvisation are some of the other skills and qualities that can be learned in drama school or through university courses in the performing arts.

A skill that students must learn is the ability to collaborate with people from a variety of different cultural backgrounds and who adhere to a variety of different values. To effectively explore information and construct meaning with classmates, it is necessary to first recognize and understand one's own personal characteristics, including strengths and talents, before learning how to take on roles and adapt appropriately to them (Zubaidah, 2017). Collaboration with classmates is also required for the exploration of information and the construction of meaning.

A number of students may wish to pursue careers as playwrights or tragedians, obtain certification to teach theater skills, or consider directing others to become involved in all aspects of the dramatic arts, including playwriting and development; leadership; auditioning; training; and mentoring.

3.3 Agility and Adaptability

It is possible that students' participation in drama productions will have a positive impact on their lives outside of school. Continued from (Dewantara, 1962)'s belief that drama learning is sufficient for contributing to other learning processes in knowledge and intelligence, such as language learning and literature; speaking with rhythm, eliminating shyness; being happy because drama (play) is a game; giving some new meaning; practicing rhythmic movements and singing; adjusting words to reflect one's feelings, will, and energy; teaching manners; and so on. When it comes to the development of children's cognitive abilities, dramatic experiences can be extremely beneficial. Using it in conjunction with other tools, it can be a highly effective method of boosting children and teenagers' self-efficacy in order to promote positive social change, as well as their ability to engage in complex and challenging discussions with others about a wide range of topics.

It is critical for a child's mental and emotional well-being that he or she is successful in social engagement, and it can have a significant impact on a child's enjoyment of school and, in many cases, his or her academic achievement. EG Schellenberg's 2004 study on the effect of music education on intelligence has prompted speculation that children who study drama are more adaptable socially, allowing them to be more readily accepted by their peers as a result of their training in drama.

Schellenberg's initial research was focused on delinquent adolescent groups rather than drama classes, which was a departure from his previous work. Those who participated in drama classes served as the study's control groups, with the goal of determining whether or not role-playing assisted children in the development of social skills during their early childhood.

After a year of participation in the program, previously labeled "anti-social" delinquent teens who were given opportunities to act out roles rather than simply dictating them to others demonstrated lower rates of delinquent behavior. The same was true for control groups of students enrolled in drama classes, who showed significant improvements in adaptive social behavior, whereas control groups of students enrolled in music classes at the same institution did not demonstrate any significant improvements.

Throughout the course, students will have numerous opportunities to socialize with one another and to improve their ability to plan activities for groups. Among other things, this is inextricably linked to the complexity of the resources required for the performance. These resources include actors, directors, makeup artists, music stylists, and members of the stage artistic team, among other things. As a result of their collaboration in bringing written texts to the level of performance, students should have the opportunity to become acquainted with the

various characters represented by group members, as well as to improve their ability and experience in management, particularly in the field of performing arts. A dramatic experience with organizing has an impact on the process of adapting to new situations in a variety of situations. Because of the diversity of work teams in drama organizations, students have the opportunity to understand and learn to adapt to the numerous characters played by different group members and to do so successfully. Learning about adaptation will enable you to have a more accepting attitude toward others, no matter how different they may be.

In the Drama Appreciation course, I conducted research on how to teach adaptation drama in the classroom while dealing with a pandemic outbreak. That drama can be adapted to technological advancements is demonstrated in this piece. Following the findings of the study (Nurhasanah, Chaerul, Maspuroh, Hartati, Adibah, Kaspin, and Nordin, 2021), which was conducted during the Covid-19 pandemic, appreciating drama performances through the YouTube video channel assisted students in appreciating at their respective homes during the Covid-19 pandemic (Nurhasanah, Chaerul, Maspuroh, Hartati, Adibah, Kaspin, and Nordin, 2021), which Live theater, as opposed to watching similar content on a screen, such as a film, can result in a much deeper understanding and absorption of the content, resulting in higher levels of social tolerance and a more remarkable ability to question the content.

3.4 Initiative and Entrepreneurship

The ability to perform on stage is a wonderful addition to anyone's life, and it can also serve as an excellent hobby for those who have them. You have demonstrated your knowledge and enthusiasm for something that is not directly related to your employer's line of business. This indicates to them not only that you are interested in the arts outside of work but also that you have the potential to bring a variety of additional, versatile skills to their company.

A greater amount of time and attention should be given to the following artistic activities: book discussions, oral storytelling, poetry readings, and improvisational drama, to name a few examples. It is possible for students to develop their self-expression, self-confidence, and creative abilities through the study of drama, and it can also teach them the importance of listening and comprehension. Having all of these characteristics has the potential to be extremely beneficial at work.

Aside from providing students with the opportunity for empowerment and numerous opportunities for them to take pride in their work, theatre teaches students responsibility, problem-solving skills, leadership abilities, management and directing skills, as well as management and directing techniques, in addition to providing them with the opportunity for empowerment and numerous opportunities for them to take pride in their work. Students' organizational skills, as well as their ability to think quickly when confronted with a problem, are developed as a result of the numerous activities that are associated with teamwork. These are essentially tools that can be used to improve every aspect of their lives and are extremely adaptable in their application. When it comes to the future job market, where students will be expected to collaborate with others, these abilities will be advantageous. They will also be advantageous during future job interviews, where a potential employer may ask an unexpected question, and you will be required to respond quickly.

As well as providing you with more good ideas and intelligent but logical suggestions for improvement, learning about drama will also help you to improve your intelligence, intuition, and creativity. If you are a creative thinker, you will also have an easier time influencing and inspiring those in your immediate vicinity, as well as during staff meetings and management meetings. A large number of corporate team-building activities, including acting, incorporate role-playing as a result of this, and acting is one of these activities. As a

result of your previous interactions with others, you will be able to become a more effective listener and negotiator as a result of your learning how to act through interaction.

3.5 Accessing and Analyzing Information

According to experts, fundamental skills in analyzing dramatic literature should be introduced and taught at an early stage in a child's cognitive development. As a result, in order to be successful in their educational endeavors, students must participate in the development of intrinsic and extrinsic drama structures from dramatic scripts as part of their educational activities. While encouraging the development of fundamental skills, teaching drama literature also assists students in developing an appreciation for the material they are learning about. The authorship process of drama, as well as the content of drama literature, are also taken into consideration. Additionally, ongoing research into aspects of learning that are directed toward the affective domain is taking place at the moment. Because of the process by which drama literature is analyzed and appreciated in an educational setting, students will develop a set of affective competencies that will enable them to have a positive response to both authors and the theater as a result of their participation. As a result of this process, students' affective competencies will aid them in the development of characters, attitudes, and emotional responses. Furthermore, it is critical to recognize that psychomotor development is taking place during this time. Rather than staging a performance, students can elaborate on their ability to evaluate and give meaning to the play they have read. This skill aspect can be explored in greater depth when it is combined with other skills such as acting or singing.

When reading aloud, employ a dramatic technique. The findings of Damayanti's research (Damayanti, 2021) revealed that students' reading motivation is significantly increased by learning. According to research, this strategy has been shown to increase reading motivation in both students who have high-level reading skills and students who have low-level reading skills. Two of the most important factors driving reading motivation today are the ability to improve one's reading abilities as well as one's ability to interact with others in social situations. In a large number of studies, it has been discovered that participating in drama classes can help high school students improve both their reading ability and their social abilities.

- (1) Students can benefit from a variety of activities related to drama analysis in the same way that they would benefit from activities related to other types of literary works in order to improve their knowledge, attitudes, and psychomotor abilities. The following are some of the procedures to be followed.
- (2) Preparation is the first stage.
- (3) Phase one consists of the collection of materials. Phase 2: Identify the number of people who will be involved. Figure out the structure and tone of your script in phase three. The fourth phase will involve determining how the storyline or performance plot will develop along with the dialogue.
- (4) An investigation into the plot and structure of the play
- (5) The preliminary stage is referred to as the first stage in the process. Determine the theme, the author, the title, the type of text, and any other relevant information about the piece of writing you are currently working on before you begin. (2) The following are the major sections, in order of importance: The organization of space, time, and action is being investigated. There seemed to be some sort of pattern to what the characters were doing and when they were doing it. Is it possible to see a visual representation of the current situation? What, among other things, is the method by which the story's climax is presented? (3) Concluding remarks. When asking students

to draw conclusions from a story, it is also necessary to make a connection between the story and the author.

Drama can be presented in a variety of formats, in addition to the ones listed above. It goes without saying that when students are taught to perform drama, the psychomotor domain is automatically engaged. Exercise and movement of the body serve as a reflection of competence when it comes to psychomotor achievement and performance. One of the approaches used in the program is sociodrama, which teaches students how to develop their courage and interpersonal skills through role-playing. According to the findings of the study conducted by Srisudarso and Nurhasanah (2018), drama has the ability to shape character education in school extracurricular activities.

3.6 Effective Oral and Written Communication

In this project, the research of A. Podlozny (2000) served as a starting point. Even though children will benefit from learning how to speak and communicate effectively orally for the rest of their lives, they will also require instruction in learning how to speak and communicate clearly in written form. According to Ann Podlozny's literary meta-analysis on the use of classroom drama to strengthen students' verbal skills, which was published in 2000, studying theater can have a significant positive impact on students' oral language abilities.

In her review of more than 200 studies, she looked at the evidence for skill development in seven areas: oral recall, vocabulary from taught stories, reading comprehension and readiness for new material, language use assessment, a blended known-and-unknown tongue, writing skills, and other skills. It was discovered that there were statistically significant associations between drama and theater education and oral language development in six out of seven areas investigated, with the strongest associations being found in written story recollection/the use of vocabulary from taught stories and the use of vocabulary from untaught stories, respectively.

Students' reading, listening, speaking, and writing skills will all improve as a result of the use of drama, which is taught in a variety of settings. Due to the fact that they will be required to read the script several times before completing it, students' reading abilities will only improve as a result of their participation in a play. To improve their reading, listening, and speaking skills, student actors and actresses are required to read drama texts (or listen to radio dramas that have been recorded or that have been read aloud by teachers or friends) in order to audition. Once a performance has begun, it is even more critical to have good communication and listening skills, which become even more important. Additionally, because the drama show is interesting, students can participate in a discussion about it and then use the results to improve their writing skills.

While studying for a degree in dramatic theater, having a strong command of the written word, as well as the ability to pick up new vocabulary, can help you achieve academic success in all areas of your life, not just in the performing arts. The potential for theater education to improve students' reading achievement was investigated in Podlozny's study on verbal skills and drama education, which was carried out in 2000 and published in the journal *Drama Education*.

When Podlozny looked at twenty studies, he found that one group of children performed or read scenes from a play or story, while the other group continued with their regular reading curriculum and activities. To determine whether or not there had been any improvement in reading ability, a standardized reading comprehension test was administered. A significant improvement in their ability to recall specific details and vocabulary words from the stories performed by the first group was observed after the children in that group

participated in those stories. Using structured plots rather than role-playing was found to increase overall effectiveness of story comprehension.

Increased self-assurance among students will be especially beneficial when students are interacting with members of the general public. It is possible to reduce the psychological burden associated with speaking, actualizing, and acting in front of a large audience through a series of shared processes that occur during dramas. These procedures are as follows: Student's feelings of awkwardness and inferiority, which they had previously experienced in the classroom, begin to fade while they are performing onstage. They learn not to be afraid to take on roles in drama scripts as a result of the encouragement and motivation provided by their teachers and peers. As a result of being forced to move more naturally while on stage, public speaking helps to improve articulation, vocal rhythm, and body movement. The ability to command the stage and the attention of an audience has an impact on one's ability to communicate effectively in front of an audience.

3.7 Curiosity and Imagination

To be a successful dramatist, you must be able to do all of these things: make imaginative choices, consider novel ideas, and interpret well-known material in novel ways. "Imagination is more important than knowledge," Albert Einstein, the famous scientist, once said.

There is more to managing one's social life than just changing one's behavior to suit the needs of others. This allows one to better connect with one's own creativity and imagination as well as with that of others. Since their early childhood until they graduate from high school and possibly beyond, the skills and values that their drama school has instilled in them will be something that they will carry with them for the rest of their lives.

Courtney defined drama as "the human process by which imaginative thought becomes action; drama is based on internal empathy and identification; and drama leads to external impersonation" in his 1980 definition of the term. The following is an example of how to define the term "drama": Later on in the speech, the speaker stated that drama is a reflection of real life because people are constantly improvising and acting in front of an audience. Putting oneself in the shoes of someone other than oneself is defined by Moore (2004) as the act of putting oneself in the shoes of someone other than oneself through the use of imagination. Drama, according to Slade (1958), is the art of doing in life, in which people play a variety of roles until they discover who and what they truly are. Slade's statement is reminiscent of Shakespeare's.

Creative thinking helps children perform better in the classroom and in other areas of their lives when they are given the opportunity. Participants in creative activities have the ability to be inspired and drawn out of their natural creativity because they are engaging in them. It has been demonstrated in a 2009 research study that people of all ages can benefit from drama education because it helps them to become more fluent and flexible communicators. In accordance with Karakelle (2009), the following is the procedure: Following a random draw, 30 participants were assigned to one of two groups: the experimental group or the control group. The experimental group received a placebo, while the control group received a placebo. They were evaluated on their fluency and flexibility of thought through a circle-drawing exercise and an open-ended quiz on alternate uses for everyday objects, among other activities. Following the completion of the study, the experimental group was offered the opportunity to participate in a creative drama class consisting of three hours of weekly education in a theatre studio. Both groups were put through their paces for a second time immediately following the conclusion of the course. When the results were analyzed, it was discovered that the experimental group made significant improvements in both the fluency and flexibility of their reasoning abilities.

It is critical to recognize the benefits of drama in order to further develop one's imaginative abilities. In part because of the repetitive nature of our school routines, which include memorization and mandatory subject matter, we sometimes fail to devote enough time to encouraging our students to use their imaginations while they are learning their lessons. In the transformation of something ordinary into something spectacular, it is the spark that ignites the transformation. The ability to generate new ideas is fueled by imagination, which is a magical force that exists outside of facts, figures, and techniques, and which exists outside of time and space. Through the use of imagination, the mundane can be transformed into something meaningful and valuable. All of the characteristics listed above are ones that need to be developed in our students.

These conclusions are based on Maspuroh and Nurhasanah's research into community service activities at the Tunas Harapan Karawang schools in SLB B and SLB C, as well as their own observations. In this service activity, which is also known as drama learning, the role-playing method is employed. Students' self-confidence in their ability to participate actively in actions and social life increases as a result of these activities (2020).

Fantasy and imagination are inextricably linked, and it is our dreams and imagination that motivate us to get out of bed and face the day each morning. In order to keep this alive and rekindle feelings that have been buried deep within ourselves as a result of our daily routines, we can benefit from seeing a dramatic performance. If we want to make the world a better place, we need to use our imaginations to do so. Creating anything worthwhile begins with the ability to imagine and dream it into existence. If we are talking about sentience in humans, we should not forget about this aspect of sentience. While this appears to be a minor point, living in a world where there is no color would be analogous to living in a world where there is no imagination. It is without question that we would all be in a much worse state of affairs if we did not have it.

IV. Conclusion

Students who have participated in drama will have a greater capacity for imagination than students who have not participated in the activity before. Students are required to memorize dialogue, research characters, and improvise with the script as part of the course requirements in order to appear natural or as close to the character that they are portraying as possible.

According to the findings of the study, through learning and dramatic activities, drama can assist children in the development of seven survival skills, which are listed below. Taking part in group activities helps us develop a greater sense of social awareness and understanding because we are able to "put ourselves in another person's shoes." Drama is an excellent tool for better understanding human nature and for fostering workplace harmony. The publication of drama research journals has demonstrated, either directly or indirectly, that drama can be used as a tool to develop the seven skills required for survival in the modern world.

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