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Managing Theater Training to Increase Children Creativity (Case Study in Learning Community at Tanah Ombak)

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Abstract

This study aims to determine how the planning, implementation, evaluation of managing theater training to increase children's creativity in the learning community of *Tanah Ombak* Padang. The method used in this research is descriptive qualitative. data collection to collect the required data, including the method of participatory observation, interviews, and documentation. qualitative analysis through stages in accordance with predetermined procedures, namely data collection, data reduction, data presentation/presentation, and verification/drawing conclusions. The results of this study indicate that the creativity of learning residents grows and develops through theater training using 3 aspects, namely: cognitive, affective, and psychomotor. The process of planning, implementing and evaluating learning community theater training can foster creativity, recognize potential and insight, mental attitudes and children's character Keywords: children creativity, theater training, learning community.

Keywords

children creativity, theater training, learning community

1 Introduction

According to the National Education System Regulation No. 20 article 13 (1) (2003), Indonesia's education policy formulates three ways for citizens to obtain education in their lives through informal, formal, and non-formal situations. Romi and Schimida (2009) stated that non-formal education has three functions, namely as a complement (complementary), alternative (alternative), and complementary (supplement). Non-formal education is considered as a complement when formal education cannot carry out its educational function. So, non-formal education as a complement is designed to complement what should be fulfilled by formal education.

The human learning process continues as long as humans try to survive. The European Commission defines that the learning process is all activities aimed at improving knowledge, skills, personal competencies, community and company perspectives. All learning occurs naturally to adapt to the times wherever the individual is.

Community is a group consisting of several people and have the same interests. Usually, this community is formed because they have the same hobby as the photography community, large motorcycle community, etc. According to Sekar and Kamarubiani (2020) states that learning communities can be formed because of interactions both in sharing interests and in solving problems in society. Because of this interaction, community members can respect each other's opinions so that friendship or even friendship is established in it. According to Shantini, Hidayat, and Oktiwanti (2019) the learning community is a place that provides life- long learning opportunities for everyone in society to empower people to become independent, improve the quality of life, and develop people in society. So, the learning community is a group consisting of several people who have interests and goals that tend to be academic.

The learning community focuses on group development through four phases. According to Grippa, De Maggio, Corallo, and Passiante (2010) stated that there are four phases that occur in the development of learning communities. The first phase is formation, the phase where the community starts based on enthusiasm and relationships. The second phase is storming, the phase to determine roles and responsibilities in society. The third stage is norming, the stage to determine the rules in society. The last phase is performing, which is the phase where members can interact to share knowledge and make decisions.

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A learning community is a non-formal space that can be used to gain additional learning. A learning community is an association where its members have the same learning goals and interact with each other to realize these learning goals. Because they have the same goal, each member participates in every learning process in it. Each individual can learn faster and have a good learning attitude in a participatory environment (Chapman, Ramondt, & Smiley, 2005).

Based on Zhu and Baylen (2005) argues that learning communities focus on group vision by working together to share knowledge with academic goals. While the opinion Demulder and Eby (1987) states that a learning community for continuous improvement requires an openness to take risks and a willingness to build knowledge by reflecting and learning from experience. Next, opinion Mitchell & Sackney (2006) states that learning communities are those who play a role with good teaching strategies, collegial processes that value the recognition of learning citizens, and a systemic approach to practice. a learning community where interdependence, sharing and shared commitment revitalize learning and energize. Thus, a learning community is a collection of various individuals with various backgrounds who have a common goal. Therefore, the learning community is usually wider in accordance with the needs and learning objectives in the community.

The Indonesian economy in 2020 as measured by Gross Domestic Product (GDP) at current prices reached Rp 15,434.2 trillion and GDP per capita reached Rp 56.9 million or US$ 3,911.7. The Indonesian economy in 2020 experienced a growth contraction of 2.07 percent (c-to-c) compared to 2019. From the production side, the deepest growth contraction occurred in the Transportation and Warehousing Business Field of 15.04 percent. Meanwhile, in terms of expenditure, almost all components contracted. Component of Exports of Goods and Services The component with the deepest contraction of 7.70%. Meanwhile, Imports of Goods and Services which are the reducing factor contracted by 14.71%,(Badan Pusat Statistik, 2021, pp. 1–12). So, it can be concluded that the Indonesian economy in 2020 decreased by 2.07% while the Indonesian economy in the fourth quarter of 2020 decreased by 2.19%.

The economic life of the parents is low, the livelihood of the parents in general is as a farmer or farm laborer. Where the community environment is close to the beach. The bad habits of parents are passed on to their children, so that bad things that children do become commonplace in society. The children of Kampung Purus who live in a harsh environment have high fighting power. Words of shame, can't, give in, are not instilled by children so that anything is an opportunity that must be seized. So if a question is asked, the children will be excited to be given the opportunity to answer even though they do not know the answer to the question. According to Areva (2016) stated that parents with low social status will find it difficult to meet their children's educational needs, making it difficult for the child to get information from outside because it is not supported by modern facilities and is not supported by sufficient finances to support it.

The development and growth of children is important in supporting their physical and mental. Children do theater training. Based on Landa and Ismaniar (2019) stated that training is a knowledge, skills, experience, changes in one's attitudes and skills to increase the activeness of students in realizing the expected goals. Theater is a form of criticism and messages to children, Children are more often at home, Children-less creative, Children play more. Children are busy with social media so there is less interaction between each other. Traditional performances are able to create direct interaction between children. so that children in their development must have good attitudes and ethics, avoid dirty words, care about the environment, and not intimidate each other, (Syuhendri interview, 10 May 2021, in Padang).

Training is a knowledge, skill, experience, change in one's attitude and skills to increase student activity in realizing the expected goals (Landa & Ismaniar, 2019). According to Sahid (2017), theater is a social phenomenon, theater represents a social situation, social gathering, so it can be said as a certain social framework that involves actors as an inseparable part. Social and cultural understanding that influences social trends that occur as a result of the economic system, education and social change in society (Precilia, Sahrul, & Juned, 2019). So, it can be concluded that theater training is a person's insight ability in improving skills from various acting arts with social values of society. Theater is a social phenomenon, theater represents a social situation, social gathering, so it can be said that it is a certain social framework that involves actors as an integral part (Sahid, 2017). Theater training is a medium for fostering activities and fostering creativity. According to Apriyanti and Hidayat (2019) states that creativity is an activity or ability of a person who creates a problem-solving idea or ideas in the form of new products that are effective and imaginative.

Creativity is a person's ability/ skill in creating something new in overcoming the problems he faces. Something new can be an idea, idea, method, model, approach or item. People who have creativity are called creative people. According to Ismaniar (2018). Creativity is the ability of a person to produce an idea/new/original product that has usefulness value, where the results of the idea/product are obtained

through a process of imaginative activity or synthesis of thought, the results of which are not only in the form of a summary, but includes the formation of new patterns and combinations of information gained from previous experience (Sit et al., 2016). Next Lestari and Zakiah (2019) states that creativity can be said to be related to the ability to carry out an action that a person has to make new creations that are manifested in the form of thoughts and or objects.

So it can be concluded that creativity is a person's ability to generate new ideas/things through an imaginative process that produces new creations in realizing the mindset obtained from experience. According to Lestari and Zakiah (2019) the factors that influence a person's creativity are internal (internal) factors in the form of the desire and desire to be creative and creative, and external factors of the individual (external) itself, because creativity is the result of the interaction process between individuals and their environment. Creativity is a collection of abilities and characteristics that lead to creative thinking. Creativity can be said to be related to the ability to carry out an action that a person has to make new creations that are manifested in the form of thoughts and or objects. Based on this background and phenomena, researchers are interested in uncovering research on managing theater training to improve children's creativity (planning, implementation and evaluation) in the Learning Community in *Tanah Ombak*.

2 Methods

The approach used in this research is descriptive qualitative. According to Sugiyono (2015), defines a qualitative approach as a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. This research was conducted at the *Tanah Ombak* learning community. It has conducted theater training and has provided many benefits for children. The data sources in this study were 2 managers of the *Tanah Ombak* learning community and 3 learning residents. In this study, the researcher used several data collection methods to collect the required data, including the method of participatory observation, interviews, and documentation in the form of archives, photos, study results as well as diaries and other documents relevant to the formulation of the problem. or research purposes. The data in this study were analyzed qualitatively through stages in accordance with predetermined procedures, namely data collection, data reduction, data presentation/presentation, and verification/drawing conclusions. So that the data that has been analyzed can be accounted for truth and validity, the steps taken by researchers are Member Check, Peer debriefing, and Audit Trail.

3 Results and Discussion

3.1 Conditions for Increasing Creativity Through Theater Training in the *Tanah Ombak* Learning Community

The *Tanah Ombak* learning community itself was officially established at the end of 2014 and notarized in 2015. Pyourself Land of Waves Community, Mr. Suhendri and Yusrizal. Located in Purus, district. West Padang, Padang City, West Sumatra, postal code 25115. This learning community aims to provide awareness to the village community by combining artistic elements that are more creative and attract the sympathy of children. This learning community have their own way of strengthening literacy for the welfare of the community in the surrounding environment. Through the concept of education and forging, namely learning and reading, he succeeded in boosting the potential of the community according to their talents and interests as well as their independence. This learning community is a hybrid, which is a combination of two ways, namely art group theater and reading park. In this learning community, children learn art, read, draw, and write. All of its activities are manifested in the form of art, theater, music and fairy tales.

The learning community has aspirations that are engaged in the arts to make Indonesia who has a good interest in reading and has good knowledge but is not paid for. Mr. Suhendri is engaged in theater arts, which is very close to reading. Then he realized that reading is important, and children must also grow up to be children who like it. Initially, the *Tanah Ombak* learning community had received rejection from the community. This is because people who are not familiar with reading, do not care about attitudes and manners, do not care about school and education, bad behavior, but with effort and hard work

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> *"Children are required to read books for at least 15 minutes a day. Children aged more than 10 years also need to be taught to write, in this case writing expresses thoughts. In fact, they also have books of poetry, essays, and prose. The learning community for Tanah Ombak is different from the concept of a library which requires members who come to be quiet, quiet, quiet, and quiet. However, in the Tanah Ombak learning community, the opposite is 360 degrees. Not only learning and reading here can also be used as a place for children to play. So here if it can be noisy, it is very noisy because someone is singing, telling stories, playing and so on. This is a form of approach for children to like the environment because we cannot force children to read, little by little by playing they see books, maybe today they are not interested but over time they will reach for the books that are around them. Books are not the main goal of the learning community for the land of the waves, but rather creativity such as art, music, theater, fairy tales and playing."*

The formation of various learning communities is a solution as an effort to increase creativity. A learning community is an association of members who have the same learning goals and interact with each other to realize learning goals (Schechter, 2007). The learning community for *Tanah Ombak* is to provide space, the goal is for children to have the same opportunities as other children, one of which is in theater training. Theater training is Art tools, such as theater and music as well as fine arts, are the right way to express creativity in the wave land community to keep it alive. As stated by Mr. Suhendri from *Tanah Ombak*:

> *"I created a learning space for learning facilities, training for the skills needed to beautify the environment, planting practices, building cooperation and empathy. Residents learn to understand the environment outside the community, they can get to know a lot of great people. Now they are still children but slowly their thoughts grow will affect them in the future. Land of Waves is not only learning, reading, storytelling. arts and so on, but we must teach character values, honesty values, tolerance, teach them the norms in a creative way not indoctrinating but guiding by providing a good understanding, namely by singing, theater, playing and so on". According to Nurhayati, Musa, Boriboon, Nuraeni, & Putri* (2021) *revealed that the community guides children during screen time to create lively discussions and foster critical attitudes*.

One part of character education is creative character. Efforts made to increase creativity through theater training can foster children's character and habituation. As stated by Ms. Zurmailis that:

> *"There are 3 aspects that are carried out in theater training, namely: first, cognitive related to knowledge, children's experience, affective related to psyche, soul and taste, and third psychomotor action and skills. These three aspects are interconnected to increase the creativity of learning citizens in theater training".*

From the analysis above, it can be concluded that efforts to increase creativity through theater training are using 3 aspects, namely: cognitive, affective, psychomotor. From these three aspects, citizens learn to involve themselves in theater training activities with encouragement from themselves and a supportive environment, so that they issue ideas in the form of works and produce creativity.

3.2 Implementation Process in Increasing Creativity Through Theater Training

The process of implementing activities that have been carried out by the *Tanah Ombak* learning community in order to increase creativity through theater training in Padang City begins with the planning, implementation, and evaluation processes.

3.2.1 Planning

Theater training at the *Tanah Ombak* learning community has a plan starting from materials, indicators, objectives, activity agendas. Everything has been planned in such a way as to achieve the goals of the learning community. In routine training, citizens learn to study all fields in theater science including script, acting, music, dance, artistic, and director. The training process is carried out in stages, seen also from the ability of the citizens to learn. If the learning community has mastered the field according to their talents, the learning community can exchange ideas with their friends. The initial emergence of the idea for theater training, Mr. Suhendri revealed that:

> *"I want to teach these children to love art. Starting with studying theater, my own directors combined their cleverness in jogged dangdut with movement. Theatrical preparation provides scripts, properties, and a fulfilled agenda of activities. Provide books so that they are willing to read and be taught to retell. From a small number, finally the other children were interested and joined. The challenge is quite heavy, coming from parents who feel their income is subservient, because children whose education is not clear have been forced to work to earn money in any way".* According to Delmege and O'Mahony (2013) revealed that an environment that fosters creativity in the learning process.

The *Tanah Ombak* learning community is very concerned about art and literature, especially children's literature. Creative ideas become exchanges between the unconscious and the ego, unconscious processes become the ego. According to mother Zurmailis, stated that:

> *"Theatre's director, Mr. Suhendri himself, the theater was raised through ideas that were seen in the surrounding environment, folk stories were made into a drama or theater. The values contained in theatrical stories are cultural values that can add insight and develop their potential which refers to positive things. They play well from the results of the exercises they do. There are words of wisdom from the Minang language: "nan Kurik kundi, red sago, good-natured and beautiful meatballs". This is what we should use as a guide that changes the mental attitude of children. The learning community has started to get used to theatrical performances in various regions and cities."* Planning is essential to success Parra-Medina et al (2003)".

From the analysis above, it can be concluded that planning for theater training is to analyze the condition of the community that children from a bad environment. An idea grew to teach children to love art. Starting from the intelligence of citizens learning to dance dangdut through theater exercises can direct citizens to learn. Theater stories contain cultural values and insights. An innovation that expresses itself to be able to build children's character and creativity.

3.2.2 Implementation

In the implementation stage, residents learn to select the script, for dance, residents learn to look for musical accompaniment to be displayed, and for music, it is usually performed as the opening music. The next stage is the selection of directors, the selection of players, everything is done by casting. After the players are selected the rest goes into the production family. Mr. Suhendri said that theater training activities were carried out:

> *"Theatrical training is held 3 times a week in the afternoon. Important activities we do once a week. However, we open this space every day, learning residents are allowed to come ready to do other activities such as playing. Instead of children playing outside, here is our control room, if there is a problem, we can solve it quickly."*

The theater training process carried out by residents studying in *Tanah Ombak*, Mr. Suhendri said:

> *"The processes that we do are natural and natural, there is no engineering purpose, they are: trial and error, where there are events, we look for solutions, where there is something wrong, we conclude Together, we continue to discuss whether the problem is true or not. So, we have a special problem, we don't have a target, we don't force them to come here, we hope they come because of their conscience. Introducing there is a wider world than their current world."*

The training process in the field of drama for learning citizens who become actors performs script review, understands content, continues to memorize scripts, exercises block scenes, adjusts floor patterns during performances (Apriyanti & Hidayat, 2019) Then continued the crew, which is preparing the needs in the performance such as costumes, make up, property. Ms. Zurmailis revealed that:

> *"The strategy carried out by the theater training process is to recognize the potential of learning residents, such as a change in their perspective from reading or their experience in being able to tell a story through theater.*

To learning residents, during the training process, the talents of learning residents will be seen, some are talented in dance, music, artistic or there are also multitalented learning residents. Everything will be found during the training process, if the learning community has found their own talent, then the learning community will automatically grow their creativity according to the field they control. In accordance with the words of the Learning Citizens that:

> *"With this theater training, there is an encouragement to participate in it. After school, we go to the land of the waves to spend our free time, hang out with friends, practice theater, read, play. We were taught positive things by Mr. Suhendri and his staff. At first we were nervous for a theater performance in front of a crowd. The more we practice, the more we get used to staging. We've been staging in various regions and cities. We met great people, met the mayor and his staff, and other great people. Theatrical stories are about education, culture and the surrounding environment, such as Si Tupai jo Limbek, Si Buncik, an arrogant child, and an honest young man.*

From the analysis above, it can be concluded that the implementation of theater training is carried out 3 times a week in the afternoon. The process that occurs naturally and naturally, there is no purpose of engineering, without any coercion in accordance with his conscience. Residents learn to recognize their potential, perspectives, and insights. Theater raises the theme of environment, culture, and education with the values contained into positive things. This can foster the creativity of learning residents with theater training.

3.2.3 Evaluation

The evaluation in increasing creativity through theater training is carried out step by step. As stated by the manager of Mrs. Zurmailis that:

> *"Yes, this is not something instant, our evaluation is to exchange time, it is also determined how much the children practice and their performance, for us access is not just a goal. What we want is how children have an open mind. Responsive body and changing outlook. This is our mission, not the performance. It's been 6 years since we've been here, nothing has changed, if we haven't broken the chain of bad habits of parents and children. The shift is there, albeit very slowly. We appreciate how much the change occurred."*

The evaluation stage in the training is staging, the learning community displays the performance, and the last stage is the evaluation stage, the learning community evaluates the results of the performances that have been witnessed. Actors, dance, music, artistic, directors can all foster the creativity of learning citizens, if people learn to carry out the exercise seriously. When all areas have been taught. According to the words of Mr. Suhendri, Mrs. Zurmailis, and Citizens learned that:

> *"Children get the result of the exercise, which is an achievement or award from the theater. Achievements: Winner of the 2014 National Children's Theater Best Festival at Taman Ismail Marzuki Jakarta, 1st Winner of the Regional Sumatra Gramedia Rading Community Competition in 2016, Recipient of the Minangkabau Literacy Award in 2016, and Award by the Padang City Government in 2016 as a Non-Governmental Organization Care for Children, an award for creative recreational reading parks from the Ministry of Education and Culture in West Java and others". According to Rahma et al* (2019) *revealed that the success of non-formal education programs combined with creativity can be seen from the condition of community empowerment as learning citizens.*

From the results of the analysis above, it can be concluded that the evaluation of theater training has changed in terms of achievements. This can foster children's creativity. However, the overall evaluation shows that there has been little change in terms of open insights, mental attitudes and children's character.

4 Conclusions

Theater training has an important role, especially in increasing the creativity of learning citizens. In the growth of creativity through theater training using 3 aspects of learning, namely, cognitive, affective,

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psychomotor. From these three aspects, citizens learn to involve themselves in theater training activities with encouragement from themselves and a supportive environment, so that they issue ideas in the form of works and produce creativity.

The plan for theater training is to analyze the condition of society that children from a bad environment. An idea grew to teach children to love art. Starting from the intelligence of citizens learning to dance dangdut through theater exercises can direct citizens to learn. Innovation that expresses itself to be able to build children's character and creativity.

The implementation of theater training is carried out 3 times a week in the afternoon studying all fields in theater such as script, actor, artistic, music, dance, and director. The process that occurs naturally and naturally, there is no purpose of engineering, without any coercion in accordance with his conscience. Residents learn to recognize their potential, perspectives, and insights. Theater raises the theme of environment, culture, and education with the values contained into positive things. This can foster the creativity of learning residents with theater training.

Evaluation of theater training has changed in terms of achievements. This can foster children's creativity. However, the overall evaluation shows that there has been change in terms of open insights, mental attitudes and children's character.

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