



Pantomime: Art Education Technology for Elementary Schools

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Abstract: This study aims to analyze the needs and develop pantomime textbooks as an alternative learning resource for children's performing arts in elementary schools. The pre-research data collection technique was taken through interviews with three companion teachers and three students in three different elementary schools in Rembang Regency. Data strengthening was carried out through interviews with the Rembang Regency Education Office and interviews with pantomime experts in. The conclusion of the overall interview results stated that the existence of pantomime textbooks was an alternative source of learning. for the performing arts of children in elementary school is very much needed. This research method uses Research and Development (R&D) refers to Borg and Gall's theory which has been modified into 7 research steps, namely: 1) information gathering; 2) research planning; 3) initial product design development; 4) product design validation; 5) product design revision; 6) product testing; 7) product testing results revision. The result of the research is in the form of a textbook entitled "Fun Pantomime by Ms. Prop".

Keywords: Pantomime, art education, tecchnology, elementary school

1. Introduction

The strategic plan The Ministry of Education and Culture 2015-2019 has a vision; the formation of human beings and a character-based educational and cultural ecosystem based on mutual cooperation. So that one of the missions is to empower cultural actors in cultural preservation and development, as well as to focus policies on strengthening independent behavior and personality.

In line with this, even since 2008, the Ministry of Education and Culture through the Directorate General of Primary and Secondary Education Management of the Ministry of National Education has held a National Student Art Competition and Festival (FLS2N) for elementary school, junior high school, and senior high school / equivalent.

One of the competitions at the elementary school level is pantomime. Pantomime art at FLS2N is a place to express ideas for children through story ideas wrapped in beautiful motion language. So it is hoped that this pantomime branch can further open the realm of imagination, intelligence and creativity of children from an early age (Iswantara, 2019). Pantomime is a depiction of all human activities using only motion in great detail (Sabri et al., 2019). Pantomime is the art of telling stories with only motion (Sabri, Jazuli, & Abdillah, 2019).

This national art festival in Rembang Regency still needs more attention, especially in the pantomime competition stalk. Based on the results of interviews with teachers and students in Rembang Regency, it was found that pantomime still felt foreign and new to teachers and students. At school there are no extracurricular activities and pantomime performances. This is due to the absence of practical, easy and inexpensive learning resources in primary schools. Not even pantomime literature was found in the library.

The Rembang Regency Education Office confirmed findings in the field that pantomime literature books had never existed in primary schools. The Education Office as a policy maker is aware of its limitations. The results of interviews with pantomime experts in Rembang also show that there is no appropriate and easy literature learning resource for elementary schools. Seeing this condition, it is necessary to develop pantomime textbooks as an alternative source of learning the performing arts for children in elementary schools (Anitha, 2018).

Art is an activity that involves deep expression, and expressing feelings is a spiritual activity (Russon, 2020; Leach, 2018). Aristotle in Poetics provides an understanding of pantomime with its basic characteristics arising from

human activity because motion mimics are not predominantly based on rhythm. So the art of body movement is manifested as a gesture movement, so that the performing art is called pantomime. The term pantomime comes from the Greek language which means all signs. Etymologically, the pantomime performance known until now is a show that does not use verbal language. The show could even be completely silent. Obviously, mime is a silent performance.

Pantomime is part of the performing arts of the theater. Usually in developing countries, the stretching of the development of Indonesian performing arts has a lot of influence from outside. This is in accordance with Soedarsono (1998). One form of performing arts is theater. Quoting Iswantara's opinion, theater performances in Indonesia began during the Dutch colonial period.

Pantomime is a drama that is performed in the form of body movements or sign language without speech (Beare & Spawforth, 2016; Brosig et al., 2017). Pantomime is a performance art that is expressed through its basic characteristics; that is, when people do gestures or in general, the language is muted. Pantomime language is universal: it performs the same emotional expression among the human race. Pantomime is a theatrical performance in a game with motion language (Bartolo, Della Sala, & Cubelli, 2020; Duggan, 2020; Vallejos, 2019; Frye, 2016).

The importance of books for students and educators because books contain a variety of information that can broaden readers' horizons and provide inspiration to create new ideas. This is because books are able to provide knowledge about what happened in the past, present, and maybe in the future.

Regarding the concept of pantomime for children, researchers are based on their developmental needs. In general, a child experiences three important developmental stages, namely the stages of development of motor skills, physical development and mental development. Classifying learning resources into five types: 1) printed learning resources, namely books, brochures, newspapers, posters, dictionaries and encyclopedias; 2) non-printed learning resources, namely films, slides, videos, and objects; 3) learning resources in the form of facilities, namely a library, study room, studio and sports field; 4) Learning resources in the form of activities, namely interviews, group work, observation, simulations and games; 5) learning resources in the form of a community environment, namely terminals, markets, parks, museums, and others.

Performing arts are cultural expressions, a vehicle for conveying cultural values and embodiment of the development of aesthetic norms in accordance with the times. The acculturation process plays a major role in bringing about change and transformation in various forms of cultural response including the performing arts (Nagu & Gurusamy, 2019).

Children's performing arts arise from children's quick responses in imitating whatever they see around them. Children in the golden age are always interested in what they teach and see. Children are intelligent beings in the process of imitating what they teach and see. This imitation process has been conceptualized since the age of 6-11 years. At the age of 6-11 years, children can form mental operations based on their knowledge. Children can add, subtract, and change what they teach and see. This operation allows him to logically solve the problem (Yusuf, 2011).

3. Research Methods

This research uses the Research and Development method which refers to the Borg and Gall theory which has been modified into 7 research steps, namely: 1) information gathering; 2) research planning; 3) initial product design development; 4) product design validation; 5) revision of product design; 6) product testing; 7) revision of product test results (Moseholm & Feters, 2017; Ison, Roggman, & Innocenti, 2020).

Expert test or validation, conducted with respondents who are experts in designing a model or product. This activity is carried out to review the initial product, provide input for improvement. This validation process is called Expert Judgment or Delphi Technique (Reio Jr & Werner, 2017; Pelto, 2017; Torrance, 2010). Product design validation by material experts on July 27, 2020 and linguists on July 30, 2020. After further validation, it was tested on teachers and students on August 3, 2020 in eight elementary schools in Rembang Regency.

Data collection techniques were carried out through interviews during pre-research, questionnaires for expert validators and respondents, and documentation (Landiyanto, 2019; Gaugler et al., 2018; Dona, 2015). The data analysis technique used a Likert scale with a score of 0 (not good), a score of 1 (good enough), 2 (good), and 3 (very good) (Clarke et al., 2021; Ohlssen, 2020; CÎȚĂ, 2019)

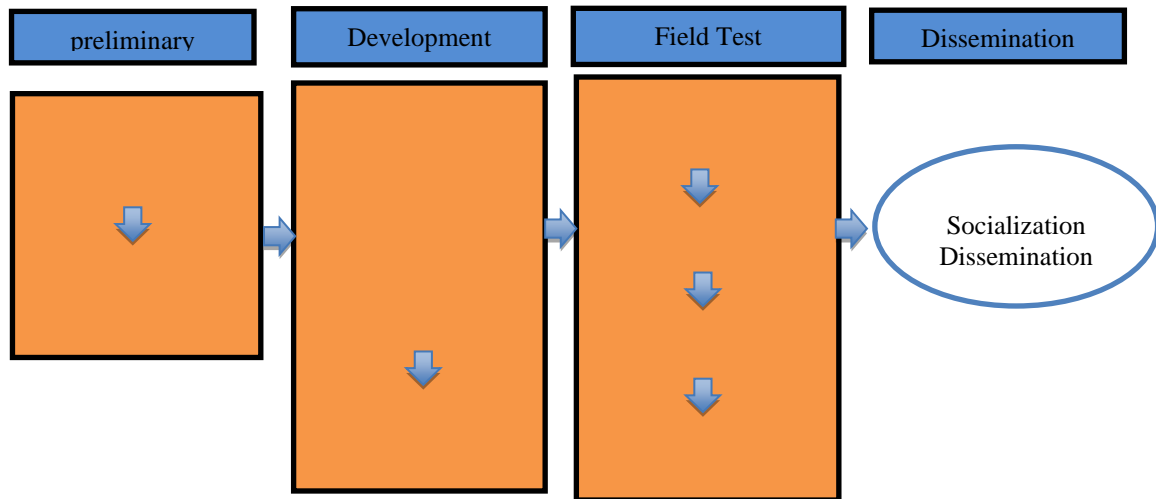


Figure 1: Research and development steps

4. Results and Discussion

The results of this study are the need for pantomime textbooks and the design of their development as an alternative learning resource for children's performing arts in elementary schools. Products can be applied to both formal and non-formal education in order to develop and socialize pantomime art in society, especially educated circles (Ridluwan et al., 2021).

4.1 The Need for Pantomime Textbooks in Elementary Schools

A preliminary study was conducted to determine the initial description of the need for pantomime textbooks in elementary schools in Rembang Regency. Information collection was carried out by interviewing three teachers and three students in three elementary schools in Rembang Regency on December 7, 2019, namely public elementary school Kedungrejo, public elementary school Ngadem and public elementary school Ketanggi.

Table 1: Conclusions from the teacher interview

No.	Teacher Name	Conclusions from the interview
1	Teacher 1	At public elementary school Kedungrejo, pantomime is well known but has not received a good response. Student interest has not yet emerged. Chalimah as an accompanying teacher also has limited understanding. I have practiced pantomime twice but encountered difficulties, including visualizing movements, making up stories, and building children's expressions. Chalimah explained the need for a fun manual on pantomime games for elementary school children as an alternative source of learning.
2	Teacher 2	At public elementary school Ngadem the art of pantomime is not well known, both among teachers and students. Asrori revealed that public elementary school Ngadem had never sent students to the FLS2N pantomime branch. Asrori hopes there will be a book about the ins and outs of pantomime and easy ways to play pantomime for elementary school children. Apart from being an alternative source of learning, of course the existence of books can enrich literary works in schools.
3	Teacher 3	At public elementary school Ketanggi, pantomime art is well known but has never been practiced. There is student interest, but Sulisati has not been able to accommodate it. Sulisati revealed that she as an accompanying teacher had not found the right learning resources. Sulisati expressed the need for a book that reviews pantomime art and easy tricks to play it with children as an alternative source of new learning.

Table 2: Conclusions from student interviews

Not	Student's name	Conclusions from the interview
1	Student 1	Students get to know pantomime from youtube. However, they were not very interested in pantomime because they felt confused. Rasya has never read a book about pantomime.
2	Student 2	Students know about the FLS2N – elementary school competition but don't know anything about pantomime. Nur Rohman never got to know about pantomime either through YouTube or learning resources.
3	Student 3	Bambang caught a glimpse of pantomime art from Youtube. Bambang is quite interested but has never read a book about pantomime because he is not in school.

To strengthen the data, interviews were conducted with the Rembang Regency Education Office on December 10, 2019 and interviews with pantomime experts in Rembang on December 14, 2019.

Table 3: Conclusions from Interviews with the education office and pantomime experts

Not	Name	Conclusions from the Interview
1	Resource Persons 1 (Korwil Bidikcam Dindikpora Rembang Regency)	The implementation of FLS2N elementary school in Rembang Subdistrict for the pantomime branch has not received much attention. The art of pantomime still feels foreign. Companion teachers and students need to get to know pantomime more deeply. Unfortunately, the education office itself has not been able to provide facilities such as running a workshop or printing pantomime books. In order to enrich literature and learning resources to play pantomime, the Education Office encourages pantomime experts, activists and practitioners to develop a special book about the ins and outs of pantomime so that it can be consumed in elementary schools as an alternative source of new learning. .
2	Resource Persons 2 (Pantomime Expert)	The development of pantomime art in Rembang Regency, especially for children, tends to be slow. The number of participants in the FLS2N elementary school branch pantomime is stagnant, there is no significant development. Some of the obstacles faced by teachers and companion students are the lack of references to what pantomime is, its history, its character, and basic techniques of playing pantomime. The pantomime art climate in Rembang is also underdeveloped. The need for practical pantomime learning resources, for example pantomime literature textbooks, needs to be developed either by related agencies, independently by practicing experts, or it can be done through the collaboration of both.

4.2 Pantomime Textbook Development Design

Pantomime textbook products are produced through 7 research steps, namely: 1) information gathering; 2) research planning; 3) initial product design development; 4) product design validation; 5) product design revision; 6) product testing; 7) revision of product test results.

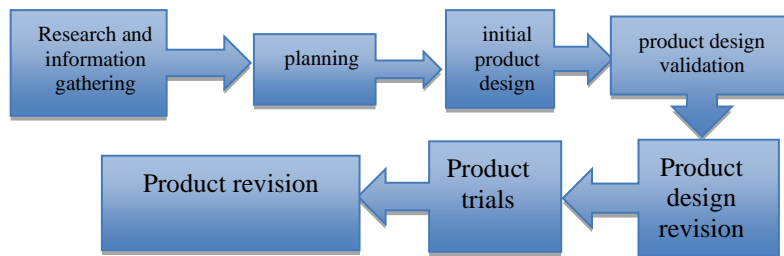


Figure 2: Pantomime textbook development design

The pantomime text book as the final product to be produced is developed by using a book writing mechanism that is in accordance with existing principles so that it can be easily used and easier for the user to understand. The framework is made in such a way as to suit the characteristics of pantomime art itself which identifies using more visual characters than explanations in the form of written text. The framework is made in such a way as to produce the following:

Table 4: Product Book Job Section

No	Part Name	Chapter	Book Contents
1	The beginning	a) Outer cover b) Inner cover c) Foreword d) Motivation sheet e) Table of contents	
2	Contents section	a) Get to know the pantomime	<ul style="list-style-type: none"> • Meaning of pantomime • World pantomime history • History of Indonesian pantomime • Mimer Indonesia does the job
b) The form of a pantomime dish		<ul style="list-style-type: none"> • Based on the number of actors • Based on vanue 	
c) Benefits of pantomime		<ul style="list-style-type: none"> • General benefits • Benefits for children 	
d) Pantomime by Ms. Prop		<ul style="list-style-type: none"> • Basic provisions (body gymnastics, aesthetic movements, actors and acting, facial expressions, body expressions, imagination); • Design works (script ideas, make-up, costumes, musical accompaniment); • Performing works (getting to know the stage, lighting, sound system, blocking). 	
3	Last part	a) Bibliography b) About the Author	

The physical design of pantomime textbook products is developed in accordance with the product specifications according to the needs of elementary schools. The physical design of the pantomime textbook is as follows:

- The pantomime text book is printed with a size of 21X14 cm so it is practical, simple, and easy to carry.
- The cover part uses the illustration of three pantomymers with different expressions, namely Ms. Prop as a guide in the book, along with two young pantomymers. The existence of these two little pantomymers reinforces the impression that the book is intended for elementary schools. The cover background uses bright colors, blue and light purple, decorated with baubles and illustrations of flying imagination. The writing of the title is made in a straightforward and clearly legible writing font without many variations that are potentially vague to read and understand.



Figure 3: Book cover

- This pantomime book emphasizes a language style that looks flexible, light and not stiff. The figure of Ms. Prop as a guide in the book is as if he was chatting with the reader. Dialogic, communicative, and interactive language style is expected to make readers comfortable and feel directly involved in every chapter in the book.

5. Conclusion

Based on the results of pre-research interviews with teachers, students, the Rembang Education Office and pantomime experts, it can be concluded that the existence of pantomime textbooks is needed as an alternative source of learning performing arts in elementary schools.

The development of the book was carried out through 7 steps of Borg and Gall's R & D theory and produced a pantomime textbook entitled "Fun Pantomime by Prop."

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