

**DEVELOPING CLIMATE CHANGE-BASED VIRTUAL DRAMA  
SCRIPTS WITH DIMENSIONS OF *PROFIL PELAJAR PANCASILA* FOR  
10<sup>TH</sup> GRADERS OF SMA SRIJAYA NEGARA PALEMBANG**

**A THESIS**

**By**

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**Magister Program of Language Education**



**FACULTY OF TEACHER TRAINING AND EDUCATION  
SRIWIJAYA UNIVERSITY**

**2023**

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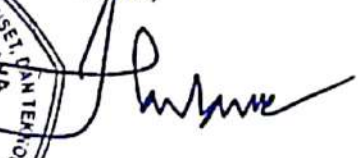
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## DECLARATION

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Certify that data thesis entitled “Developing Climate Change-based Virtual Drama Scripts with Dimensions of *Profil Pelajar Pancasila* for 10<sup>th</sup> Graders of SMA Srijaya Negara Palembang” is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

Palembang, December 2023

The Undersigned,



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## DEDICATION

*This thesis is sincerely dedicated to:*

Half of my soul, my parents, Kusmito & Sumiyati who always give wholehearted love and endless support to me.

## MOTTOS

*Allah will not change the condition of people until they change themselves.*

*– Qur'an 13: 11*

*You have to want to fight for yourself.*

*– Maudy Ayunda*

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Alhamdulillah, all praises to Allah SWT for his merciful, blessing, and guidance that has brought me to this phase, to accomplish writing this thesis entitled “Developing Climate Change-based Virtual Drama Scripts with Dimensions of *Profil Pelajar Pancasila* for 10<sup>th</sup> Graders of SMA Srijaya Negara Palembang”. It was written to fulfill one of the requirements for Magister degree in English Language Education major, Sriwijaya University. This thesis would not be done properly without any help and support from a lot of people. Therefore, I would like to deliver the wholehearted gratitude to:

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2. My wonderful advisors, Dr. Rita Inderawati, M.Pd. and Machdalena Vianty, M.Ed., M.Pd., Ed.D., without their advice, support, and never-ending patience this thesis would hardly have been finished. Their guidance means so much to me until this phase. I'm thankful to have such a motivational, supportive, and patient advisors like them. I would like to express my gratitude to Dr. Hartono, M.A., the Dean of Faculty of Teacher Training and Education, and the Head Magister Program of Language Education, Sary Silvhiany, M.Pd., M.A. Ph.D., for their assistance in administration matters. Then, I also would like to express great gratitude to our lecturers, Eryansyah, M.A., Ph.D. and Sary Silvhiany, M.Pd., M.A. Ph.D., as the members of the examination committee who gave suggestions for the revision of this thesis. Next, I would like to express the greatest appreciation to all lecturers who had taught us during our study at Magister Program of Language Education, Sriwijaya University.
3. Thank you also to the Principal of SMA Srijaya Negara Palembang, English teacher, stakeholders, the students, the experts who validated the developed product and the examiners who provided suggestions for improving this thesis.
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**ABSTRACT**

This study aimed to develop climate change-based virtual drama scripts with dimensions of *Profil Pelajar Pancasila*, that are valid, practical and have a potential effect for tenth grade students at SMA Srijaya Negara Palembang. To facilitate the students' needs, the developed virtual drama scripts would be used as supplementary materials to English teachers and students. Development research proposed by Akker (1999) was research design in this study, including the phases of analysis, design, evaluation, and revision. Through questionnaires, semi-structured interviews, and a reading test, the data were collected. The data were analyzed quantitatively and qualitatively. A formative evaluation was conducted to determine validity, practicality, and potential effect of the developed virtual drama scripts. The validity of the developed virtual drama scripts was 3.9 as very high validity, it was evaluated in experts review related to content, instructional design, and media. The practicality of the developed virtual drama scripts was evaluated in one-to-one evaluation (3.66) and small group evaluation (3.85) which categorized as very high practicality. In the field test, the result was 87.5% which the developed virtual drama scripts was considered to have a high potential effect. Therefore, the developed virtual drama scripts could be used as a supplementary material for English teaching as well as for *Projek Penguatan Profil Pelajar Pancasila (P5)* for the tenth-grade students.

**Keywords:** *English, senior high school, virtual drama scripts, climate change, Profil Pelajar Pancasila dimensions.*

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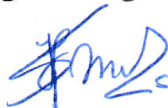
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# CHAPTER I

## INTRODUCTION

This chapter described the background, the problems of the study, the objectives of the study, and the significance of the study.

### 1.1 Background

In education, the curriculum acts as a guiding framework that needs to be applied in innovative, flexible, and regular ways (Suryaman, 2020). The curriculum is considered the heart of education which plays a key role in giving a clear direction to educational policies (Daga, 2020). The curriculum in Indonesia has changed multiple times since 1947 (Setiawan & Suwandi, 2022). These changes are necessary, especially with the significant impact of advancements in science and technology on Indonesia's education system (Dewi, 2021; Jamun, 2018). Currently, the Ministry of Education, Culture, Research, and Technology, which holds authority in education, enforces a curriculum policy called the Independent Curriculum (Kemendikbud, 2022; Nugraha, 2022; Vhalery et al., 2022). Thus, this policy is part of a bigger effort to improve education and develop skilled individuals in Indonesia.

According to Rizki and Fahkrunisa (2022), the purpose of independent curriculum is to create an advanced Indonesia that is independent and characterized by individuals who reflect the values of Pancasila. These values known as *Profil Pelajar Pancasila* dimensions including faith, respect for God, and having good character, critical thinking, creativity, cooperation, global diversity, and independence (Hanafiah et al., 2022). In the Independent Curriculum, it is important that what students learn, and the materials teachers use are relevant and match the context they are in (Hariri & Ficayuma, 2023; Ingias et al., 2022). Usman et al. (2023) figure out that teachers play important role in helping students connect what they are learning to real-world situations and current issues and this approach gets students to use their knowledge in real life and realize why what they are learning matters. Therefore, it is important for students to learn about issues that matter to

them, and to make sure that the values of *Profil Pelajar Pancasila* dimensions are part of the Independent Curriculum.

Particularly, English learning in independent curriculum places strong emphasis on developing proficiency in all four language skills: listening, reading, speaking, and writing (Kemendikbud, 2022). The goal of English learning in the national curriculum is to prepare students to keep learning throughout their lives. This means they should have the values of *Profil Pelajar Pancasila* dimensions, which include faith, noble character, independence, critical thinking, creativity, cooperation, and an understanding of global diversity (Hanafiah et al., 2022). Through different types of written, visual, and spoken materials, plus interactive activities, English learning enables students work toward achieving the value of *Profil Pelajar Pancasila* dimensions. In this case, students can get opportunities to develop these important qualities while learning English.

In addition to learning English through relevant topics, it is also important to bring technology into the process of teaching and learning. In this modern world, technology is a big part of many aspects of humans' lives, including education. This is especially clear in how students learn languages, where technology helps a lot with making better learning process (Tasya, 2023; Wulandari & Pasaribu, 2022). When technology is used, teachers can change and improve what students do in class, which makes learning languages work even better (Olimov & Mamurova, 2022). Using technology enables teachers to create more interesting and interactive ways of learning. So, integrating technology in learning could help students get better at language skills and understand English and its uses more deeply.

In the learning process, one important topic that students should learn is climate change issues (Tenridinanti et al., 2021). It is also supported by Hung (2022) that The United Nations Framework emphasized Climate Change Education (CCE) make people understand the complicated problems caused by climate change. Education is important in how the world responds to climate change. It helps people understand how climate change affects things, teaches young people about climate change, changes people's attitudes and actions, and helps them deal with changes caused by climate change. Also, UNESCO (2019) states that climate

change is a problem for everyone, affecting how we develop in a good way. It affects the environment, society, economy, and culture. Education is a big part of solving these problems and dealing with climate change (UNESCO, 2021). Therefore, climate change education should be part of regular and non-regular education to help people know more and be better at making things sustainable.

In the independent curriculum, it is necessary to give students learning materials that fit their lives. Then, connecting virtual drama with climate change topic with *Profil Pelajar Pancasila* dimensions is also important for students' knowledge and awareness related to climate change issues and Pancasila's values (Putri, 2023). By aligning this with Profil Pelajar Pancasila dimensions, the educational framework not only imparts knowledge about environmental concerns but also instills essential values rooted in Pancasila. This interdisciplinary approach aims to cultivate a well-rounded perspective, fostering not only academic growth but also a sense of responsibility and awareness among students.

According to Sajnani (2020), virtual drama is a form of dramatic performance that takes place in an online or digital environment. It involves the use of digital technologies to create a virtual stage or setting where actors perform and engage with the audience. In virtual drama, the performance is often produced and presented entirely online, leveraging various digital tools and platforms. In the realm of virtual drama, students not only acquire understanding of the language, culture, and characters portrayed but also develop proficiency in incorporating technology, recognizing its essential role in contemporary human activities. Consequently, virtual drama yields noteworthy impacts on students, highlighting the positive influence of teachers in fostering motivation, intention, and skills necessary for learning and participating in virtual drama performances.

The previous related studies about climate change were conducted by Tenridinanti et al. (2021) who did development research on climate change-based report text and Noto et al. (2022) who developed exposition reading materials for senior high school students. Meanwhile, there were also other previous related studies about virtual drama and climate change in drama. First, the study that investigated about innovative process of creative writing drama scripts for virtual

drama performance (Bsharat, 2021; Inderawati, 2021; Inderawati, 2023; Karwandi et al., 2022) and the other one was study conducted by Lehtonen et al. (2020) entitled “Drama in Education for Sustainability: Becoming Connected through Embodiment”. However, there is gap from those previous related studies that there are still no learning materials about climate change integrated with *Profil Pelajar Pancasila* dimensions.

Based on the preliminary study that conducted by the researcher through library research and informal interview to English teacher at SMA Srijaya Negara, there was no teaching material that included climate change and *Profil Pelajar Pancasila* dimensions in the form of virtual drama scripts. Therefore, the researcher wanted to develop virtual drama scripts on climate change with *Profil Pelajar Pancasila* dimensions for 10th graders at SMA Srijaya Negara Palembang since climate change becomes one of the important issues that students need to be aware of and through learning virtual drama scripts students can relate it with their daily life as well as reflecting the Pancasila’s values. Also, students can be more creative and engaged when they learn English with technology through virtual drama script. The focus of climate change in this study was extreme weather, climate, earth, environment, temperature, and greenhouse effect. To develop climate change-based virtual drama scripts with dimensions of *Profil Pelajar Pancasila* for the tenth graders of SMA Srijaya Negara Palembang as the developed product was the objective of this study. Finally, to determine the developed reading materials in validity, practicality, and potential effect was the research question in this study. This research applied Akker’s (1999) development study technique. The title of the research is “*Developing Climate Change-based Virtual Drama Scripts with Dimensions of Profil Pelajar Pancasila for 10th Graders of SMA Srijaya Negara Palembang*”.

## **1.2 The Problems of the Study**

Based on the background of the study, the problems of the study were formulated into the following questions:

1. Were the developed climate change-based virtual drama scripts with dimensions of *Profil Pelajar Pancasila* for 10th graders of SMA Srijaya Negara Palembang valid?
2. Were the developed climate change-based virtual drama scripts with dimensions of *Profil Pelajar Pancasila* for 10th graders of SMA Srijaya Negara Palembang practical?
3. Did the developed climate change-based virtual drama scripts with dimensions of *Profil Pelajar Pancasila* for 10th graders of SMA Srijaya Negara Palembang have a potential effect?

## **1.3 The Objectives of the Study**

In accordance with the above problems of study, the objectives of this study were:

1. To determine the validity of the developed climate change-based virtual drama scripts with dimensions of *Profil Pelajar Pancasila* for 10th graders of SMA Srijaya Negara Palembang.
2. To find out the practicality of the developed climate change-based virtual drama scripts with dimensions of *Profil Pelajar Pancasila* for 10th graders of SMA Srijaya Negara Palembang.
3. To find out the potential effect of the developed climate change-based virtual drama scripts with dimensions of *Profil Pelajar Pancasila* for 10th graders of SMA Srijaya Negara Palembang.

#### **1.4 The Significance of the Study**

Hopefully, the findings of this study could give information and contribution to the education field, especially in Senior High School. The developed product of climate change-based virtual drama scripts with *Profil Pelajar Pancasila* dimensions could contribute to providing positive and beneficial effects to schools.

For English teachers, climate change-based virtual drama scripts with *Profil Pelajar Pancasila* dimensions could be used for teaching students about virtual drama. It could also be used as supplementary materials, especially in teaching English associated with the contextualization of *Profil Pelajar Pancasila* dimensions in Independent Curriculum. Additionally, the materials developed could enhance the teachers' awareness about the need of integrating climate change with dimensions of *Profil Pelajar Pancasila* in English teaching materials.

For the students, it was expected that climate change-based virtual drama scripts with dimensions of *Profil Pelajar Pancasila* could increase students' awareness regarding the climate change issue as well as could reflect the six dimensions of *Profil Pelajar Pancasila*. It was also hoped that students would keep the environment clean to nurture the ecosystem in the world and actualize the dimension of *Profil Pelajar Pancasila* in their daily life. Furthermore, the materials developed hopefully could help the students gain more information or knowledge related to virtual drama scripts, climate change, and *Profil Pelajar Pancasila* dimensions. For teaching material developers, this study could be used as their source of information and references as they create materials that inspire ideas. It was obvious that the resources provided would give other developers more insight to do additional research related to the current study.



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