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Citizenship Training for Students and Teachers Kayen 1 Public High School

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Abstract: This workshop at SMAN 1 Kayen is a collaborative service activity between the Indonesian Language and Literature Education Study Program (PBSI) of Muria Kudus University and SMAN 1 Kayen. The target achievement in this activity is to prepare students and teachers of SMAN 1 Kayen to be able to speak well and correctly in public, especially when becoming an anchor or host. The method of service activities is carried out face to face. The method approach used is lecture, role play, and structured direct practice. The data that has been obtained from observations and interviews during the activity will be presented in qualitative form. The results obtained from the research show that this training has an important role for students and teachers of SMAN 1 Kayen, especially in improving their knowledge in animal husbandry. For this reason, the school must provide encouragement so that students and teachers are motivated to become a professional puppeteer.

Keywords: Training, puppetry, students and teachers

1. Introduction

In line with the development of science and technology, humans are required to have good and correct language skills. Therefore, someone needs to master four language skills which consist of: listening, speaking, reading and writing. Thus, language learning in schools does not only emphasize theory, but students are required to use good and correct language when communicating. Among the four language skills, speaking is one of the skills that must be possessed by students and teachers. The ability to communicate competently is essential for personal satisfaction, academic achievement, and professional career success (Morreale and Pearson, 2008).

Characteristics is a skill that is closely related to good and correct speaking skills. The ability to speak well in front of an audience is a provision and requirement that a presenter must have. This is certainly not an easy matter, especially for novice actors. Therefore, an anchor must learn and practice a lot to become skilled at speaking in public. Apart from having good speaking skills, there are other things that an anchor must have. In the book "Information in Higher Education" by Prof. Dr. Fathur Rakhman, M. Hum. and Rahayu Pristiwati, S.Pd., M.Pd, there are four things that become the provisions of a wara. First, a good personality. A good personality will influence the audience or audience. An actor with a good personality will make the audience sympathetic, Ahsin, et. al (2020); Ahsin, et. al (2020); Al Mabruroh, et. al (2020); Angelia, et. al (2020); Arukah, et. al (2020); Arukah, et. al (2020); Devi, et. al (2020). The audience will easily accept and carry out instructions according to the presenter's directions, Fathurohman, et. al (2020); Fathurohman, et. al (2020); Kara, et. al (2020); Kara, et. al (2020); Lestari, et. al (2020); Nisa, et. al (2020). Apart from that, an actor must also have a personality that is humble but not inferior, Nugraheni, et. al (2020); Nugraheni, et. al (2020); Nurhadi, et. al (2020); Prayogo, et. al (2020); Purnaningtyas, et. al (2020); Purnaningtyas, et. al (2020); Rodli, et. al (2019). Second, high enthusiasm when hosting the event. An anchor with high enthusiasm will indirectly channel his energy to the audience who listens to him, Roysa, et. al (2020); Satria, et. al (2020); Sofia, et. al (2020); Sulistyowati, et. al (2020); Tamarudin, et. al (2020); Umah, et. al (2020). Hosts must not be half-hearted in carrying out their duties. He must be truly passionate, full of power, and not sluggish, Widianto, et. al (2019); Ahsin, et. al (2019); Ahsin, et. al (2019); Cahyono, et. al (2020); Kurniasih, et. al (2020); Ristiyani, et. al (2019). This spirit must be maintained until the end of

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the event. High enthusiasm between the presenters and the audience will make the event feel warm, Wanabuliandari, et. al (2019); Wanabuliandari, et. al (2019); Fathurohman, (2013); Fathurohman, (2014); Fathurohman, et.al (2014). Third, broad general knowledge. An anchor is required to have extensive general knowledge in order to launch and enliven the event. The general knowledge referred to includes understanding social, economic and political problems, as well as mastering funny stories and humor to make the event more lively. Fourth, good speaking skills.

Most people think that a presenter's job is only to present the show. In fact, not only that, apart from hosting a show, an anchor has other duties. Some of the duties of an announcer are organizing the event, checking readiness, hosting the event, controlling time, and finally satisfying the audience, Fathurohman, et. al (2015); Fathurohman, et. al (2017); Fathurohman, et. al (2018); Fathurohman, et.al (2019); Fathurohman, et.al (2015); Fathurohman, et.al (2017). Some of these tasks can be explained as follows. Organizing events. An anchor together with the event organizer will arrange the event according to the activities that will be held, Fathurohman, et.al (2018); Fathurohman, et. al. (2019); Hartani, et.al (2018). This is because the program layout model for each activity is different. Therefore, an anchor must often coordinate with the event organizer or host. program. Apart from that, he must adapt to the changes that occur. Next, check event readiness. An anchor must check the readiness of the event he or she will host, Hanif, et. al (2018); Ristiyani, et.al (2018); Wibowo, et.al (2018); Roysa, (2017); Ristiyani, et.al (2017); Fakhriyah, et.al (2017). This readiness includes the round down of the event that will be hosted, the layout of the event to find out where the attendees are, as well as all the equipment that will be used when hosting the event such as microphones and other devices, Fakhriyah et.al (2016); Pujiati, et.al (2018); Kanzunnudin, et.al (2018); Yuliani et.al (2018); Kanzunnudin, (2017). An anchor must also try to overcome various disturbances that hinder the progress of the event. Remembering that the role of an anchor is very important in the success of the event. Next, control time, Ardianti, et. al (2017); Kanzunnudin, (2017); Ristiyani et. al (2017); Ristiyani, et. al (2017); Ahsin, et.al (2018). A presenter must try to arrive earlier than the appointed time. This is to anticipate that the event can run according to the previously determined rounddown, Ahsin, et.al (2017); Rodli, et.al (2019); Darmuki, et.al (2019); Darmuki, et.al (2019). The event host is also obliged to remind everyone involved in the event rounddown to use their time according to their respective quotas. Lastly, satisfy the audience. An emcee who is able to control the event and please many attendees is a plus point that needs to be had. This is related to the provisions that an actor needs to have, Darmuki, et.al (2019); Hidayati, et.al (2018); Darmuki, et.al (2017). There are many ways to satisfy the audience. Being polite and communicative will also be able to make the audience satisfied. Of all these tasks, a good anchor needs many scientific disciplines to understand. Apart from that, someone who studies humanities needs to have adequate guidelines.

2. Method

This research uses qualitative methods and direct practice. The research team went directly to the location to collect the necessary data through observations from student and teacher literacy training at SMAN 1 Kayen. There are three stages in this research. First, prepare for training. Preparation for this training includes several things, including observing the location of the activity to analyze the situation experienced by the partners. After that, the problems experienced by partners are known so that the PkM team is able to develop a problem-solving framework. Apart from that, at this preparation stage the PkM team also prepares documents in Powerpoint format and practice videos, then the mentor divides the student class and the teacher class (students sit in the front, teachers sit in the back). Second, Training. At this stage students and teachers write behavioral scripts which they then use for practice. Some of them will come forward to practice their character according to the script they have created. Third, follow up and evaluation. After passing the practice stage, teachers and students will receive an evaluation of the results of their practice. From this evaluation, they will later learn to prepare a better and more detailed presentation script and try practicing again at another time.

3. Results and Discussion

From the results of field analysis during the civil service training held at SMAN 1 Kayen, there are several things that can be described, including:

3.1 Analysis of the Partner's Situation and Conditions

3.1.1 Situation Analysis

This situation analysis includes identifying the school profile, including the number of students and teachers, organizational structure, and school culture. This will help in understanding the internal dynamics of the school that can influence the acceptance and implementation of the training program that will be held. Apart from that, analyzing the needs and challenges faced by students and teachers in the context of leadership is also quite important. This is to determine the availability of resources that can be used to support training programs, including human resources (for example, qualified teaching staff), financial resources, and the facilities and infrastructure available at the school. Next, researchers will conduct an analysis of the level of participation of students and teachers in extracurricular activities or training related to previous leadership, as well as evaluate the factors that influence their participation. If there have been previous leadership training programs, it is important to evaluate their successes and failures to understand the lessons learned and aspects that need improvement. By analyzing all these aspects, the PKM implementation team can develop

a civics training program that is relevant, effective, and appropriate to the needs and context of the school at SMA Negeri 1 Kayen.

3.1.2 Partner Condition Analysis

Analysis of partner conditions for citizenship training for students and teachers at SMA Negeri 1 Kayen requires an in-depth understanding of the roles and contributions of each relevant party. Analysis of the conditions of partners that can be identified includes the main targets of the training program, needs and interest in developing skills after the training is held. The challenges vary, both from students and teachers. Teacher potential has a big influence in shaping the learning environment, and can be a role model in developing skills. However, teachers also have their own challenges. Challenges teachers may face include limited time and workload, as well as the need to obtain additional training to become facilitators in the program. Principals and management staff also have the power to provide support, resources, and direction for program implementation. However, there are several things that should not be ignored, including the school schedule, as well as the need to ensure the suitability of the program with the school's goals and curriculum. By understanding the role, potential and challenges of each partner, the Community Service implementation team (PKM) can design the right strategy to involve them effectively in implementing the citizenship training program at SMA Negeri 1 Kayen.

3.2 Stages Implemented

3.2.1 Planning Stage

At this stage there are several things that need to be planned before entering the practical stage. This is the most basic stage that must be mastered. This planning stage includes mastering the material before performing, etiquette of appearance and self-demeanor, as well as miking techniques.

3.2.2 Implementation Stage

At the implementation stage, the mentor will deliver material on how to be a good presenter at formal, informal and entertainment events. Apart from that, the mentor will also teach you how to organize the event so that it runs orderly, smoothly and regularly. Other priorities besides that include attitudes and behavior in hosting the event, the use of good linguistic aspects, and vocal techniques. Through this activity, students will gain theoretical information and practical experience related to the duties of a presenter. This training is expected to increase insight in hosting events well, creatively, optimally, as well as being able to become a professional presenter who understands discipline and responsibility in carrying out his duties.

3.2.3 Evaluation Stage

At this stage, the team developed a tool to measure students' speaking skills. To measure students' speaking personalities, the research team created a personality assessment form in the form of stories about students' personal lives, which were evaluated based on attitude, expression and intonation, as well as comfort. To measure understanding of public speaking, the team prepared an assessment grid by providing practical tools for the baking and product presentation stages, collective activities and report preparation. Based on observations made during the training, several teachers showed little persistence in trying to understand and master the material, both in terms of concepts and skills. Third, there are teachers who arrive late or leave the activity before the activity is finished, so they cannot participate in the activity fully. This means that teachers do not absorb all knowledge and skills. The Head of the Pati Regency Education Office hopes that this activity can be carried out again for teachers who have not had the opportunity to take part in similar activities.

4. Problems and Roles of Partners

From the field data that has been analyzed, it can be concluded that the problem that may occur is the lack of knowledge of students and teachers regarding the procedures for becoming a professional journalist. This is caused by a lack of self-confidence. Based on the problems described above, the partner team tries to provide solutions to problems that arise among students and teachers by holding personality training for students and teachers at SMAN 1 Kayen. Participants carry out discussion and question and answer activities with the presenter or group regarding important topics presented by the presenter. After participating in the training activities held, it is hoped that participants will be able to become professional anchors. The following is a table of priority problems, solutions, and final conditions after the training is carried out.

5. Conclusion

Based on the results of the analysis and discussion above, it can be concluded that this community service activity has an important role for students and teachers, especially in increasing their knowledge in humanities. The training material presented by the facilitator was interesting and easy to understand for students and teachers participating in the training. The training material provided is tailored to the needs of students and teachers. Based on these findings, additional training time needs to be allocated for further training activities so that the training material can be put into practice

correctly. The school must provide encouragement so that students and teachers are motivated to become professional journalists.

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Conflict of Interest
The authors declare no conflicts of interest.

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