

Conference Paper

Comedy As Arts Learning Method

Abdul Rahman Prasetyo¹ and Mohammad Makmun Qomar²¹Study Program of Visual Art Education, Faculty of Letter, Universitas Negeri Malang, Malang, Indonesia²Study Program of Visual Art Education, SMPN 12 Tanah Merah, Samarinda, Indonesia

Abstract

Comedy can come from anywhere, a stimulus that makes people laugh. Events that are unusual, odd, strange, distorted, or unnatural often make people laugh. The stand-up comedy phenomenon has been a hot topic in recent years. The stories told are designed so that they are interesting to watch. The material can be crafted around a desired topic, even topics that are uncommon or are often considered taboo to be transformed into a liquid discussion and invite laughter. Theory material in certain subjects that are usually delivered verbally by educators could be improved using comedy methods – employing a deliberate and structured joke that both involves students and develops their understanding of the main material delivered. The ability of educators to deliver jokes is an important part of the success of this learning method. Students become more engaged, instead of merely spectators / listeners in the learning activities. An enjoyable learning atmosphere will build active interaction and create bright ideas in the learning process.

Keywords: Comedy Teaching Method; Teaching Using Comedy; Humor in Learning.

Corresponding Author:
Abdul Rahman Prasetyo
prasetyo.fs@um.ac.id

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1. Introduction

Richard Caton, a British doctor, discovered brain waves in humans. In 1924, Hans Berger, a neurologist from Germany, succeeded in printing these brain waves on a paper [1]. The discovery of these brain waves continues to grow and its benefits begin to be used to diagnose medical problems to the utilization of the learning process. There are four brain waves that have been discovered, alpha waves, betha waves, delta waves, and theta waves.

Alpha waves are a condition that is often referred to as the most illuminating stage in the creative process of one's brain. This condition is called the best condition for learning (alpha zone). How good is the strategy used by educators, if the students come out of the alpha zone then the information will not enter the memory of students. Especially if students enter the beta zone. The beta zone is a condition of students not ready to receive information, for example when conditions are stressed, angry, or dizzy. In the beta zone class is marked by students who are busy chatting alone, not

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paying attention to educators. Students who are fighting with peers, busy with playing cellphones or activities that should not be done during the lesson.

The best strategy so that information is delivered so that learning objectives are achieved is to place the condition of students in the alpha zone, both at the beginning of the lesson, when the lesson lasts until the end of the lesson. Stand up Comedy can be an interesting strategy to condition students in the alpha zone. If you pay attention, the audience can spend hours enjoying this show with a happy face, not looking tired or bored [2]. Conditions like this will be interesting if it also happens to students when receiving lessons. Learners feel happy and look forward to when the lesson takes place. Imagine if this condition occurs in every lesson in all schools in Indonesia.

The communication style of these comics will be adapted to the educator's speech style when delivering teaching material, the relaxed speech style with the application of bits (jokes) to some parts of the material that have been prepared. The bit (joke) that will be included and used as a punchline certainly relates to the main material delivered. For example, if educators deliver material related to the history of Indonesian art, the bits and punchlines will be related to the material, of course, it will be designed to strengthen students' memories of important material to be delivered.

This comic communication strategy will be combined with illusionist communication styles or what we often refer to as magicians. There will be media developed to help expedite the delivery of material. The media used in the delivery of this material will focus on the scene settings. Scene settings are the activities that are closest to the learning strategy. The scene setting model based on the Quantum Teaching book written by DePorter has AMBAK characteristics, namely, What are the Benefits for Me. Scene settings are activities carried out by educators or students to build the initial concepts of learning. The combination of these two different disciplines will be interesting if manipulated and designed appropriately. The hope will be a new teaching style, especially overcoming the problem of low learning motivation and overcoming the low material delivery. The ultimate goal of adopting comedy in art learning is to achieve learning goals in a fun way.

2. Method

This research will develop an art learning model by adopting comic methods in constructing comedy material combined with media illusion using 4D. Therefore, the data collected is verbal data with the type of research is qualitative-exploratory. Comedy material is developed from art and design teaching materials, validated by comics and

validators in the field of art education. Materials and media will be developed until they are deemed eligible for use as teaching strategies.

The process of developing media and art learning models in this study was carried out in 2 stages, the first stage of model development, the second stage of media development the steps in the model development stage were as follows: (1) transcribing verbal data collected from comics; (2) review all available data from various sources, namely the results of interviews, and observations that have been written in the field notes; (3) conducting data reduction by making abstractions. Abstraction is an attempt to make a summary of the core, process, and statements that need to be maintained to remain in it; (4) analysis of interesting things; (5) drawing conclusions; (6) Preparation of the learning syntax design; (7) Application of stand up comedy style and material to learning syntax; (8) Material and syntax validation; (9) Implementation of development results (10) Evaluation; (11) Revision of evaluation results.

While at the stage of developing the media illusion this research was carried out through the following steps: (1) transcribing the results of the development of the art learning model; (2) study teaching material; (3) determine the type of illusion media and performance that is suitable and effective; (4) Development of illusion media; (5) Media validation; (6) Implementation of development results; (7) Evaluation and revision of implementation results.

3. Discussion

Comedy learning method is an idea that was put forward as an effort to face the problem of solutions that had been proposed by the application of illusion media and stand up comedy techniques in teaching. Form professional teachers and / or educators by optimizing their abilities and skills. Based on its function, stand up comedy has five functions in the implementation of learning, including the entertaining function, the influencing function, the criticizing function, the lively function, the alpha zone conditioning function. The function of entertaining in the implementation of learning that is the style of language used by the instructor is a stimulus that is described by the speaker through a language game that makes the listener and the person who hears it laugh and be entertained. When the teacher associates the word that has been sketched with other meanings that are not supposed to, or a word that is interpreted differently through drawing different story illustrations. The influence function is the habit of the listener who trusts or agrees with the joke that is delivered to make teachers with stand up comedy have the power to influence their listeners according to their needs

and goals in the context of learning. For dogmatic material will be very well applied but need special treatment if teaching material that requires the construction of the mind on students. The criticizing function is owned by teachers with stand up comedy style such as when teachers tell phenomena or factual events related to government policies that harm small communities that should be overcome with solutions from speakers that are logical and simple, provide benefits as a medium of criticism and form logical solutions to be imitated, emulated, and applied when facing problems in the fields of education and learning in the classroom. The function of animating the atmosphere is clear from the preliminary description that comedy language stimulates the brain to develop and directs the brain to a condition ready to receive information. There are several ways that a teacher can do to liven up the atmosphere, through teaching methods and creative tricks outside the teaching method. Talking using comedy style of speech is one of the solutions for learning methods in applying lecture or story telling methods. Whereas the alpha zone conditioning function can be done in many ways one of them using the comedy speech style in communication. Brain impulses will respond to the comedy absorbed absorbed, if it is considered interesting then the flaming will produce a positive response that affects the psychological condition of students.

The comedy method makes learning activities more lively and attracts attention, and invites students' laughter. The comedy method itself is a message delivered in learning activities, which has the function to provide a sense of relief, strengthen relationships with one another, cause excitement, and hide the pressure.

According to the study of communication science, the delivery of humor can be said to be successful when the audience understands the humor stimulus delivered by the comedian. The intended humor stimulus is the cuteness that gives rise to laughter or a smile due to receiving humor. Every humor has a technique that can produce humor.

Berger explained 4 basic categories of humor techniques, namely language (humor created through words, ways of speaking, meaning of words, or the result of words), logic (humor created through the results of thought, for example making someone a material for ridicule or banter), identity (humor created through the player's identity, such as the character played and his appearance), and action (humor created through physical actions or non-verbal communication) [3].

4. Result

Humor is the need for everyone in the tired activities in daily routine activities, especially the routines of students in learning, receiving information and sharing in a school or

university environment. The existence of humor that is appropriate to the context can create the mood of the listener to be cheerful, especially if the scenario is as needed in the context of learning with certain material. The use of humor must be tested and is the result of research that takes into account the condition of the listener, because humor that is not appropriate context of the material and the target can lead to new problems that should not be a problem in learning. Humor has the main function in its application in the learning process, namely the function of entertaining, the function of influencing, the function of criticizing, the function of animating the atmosphere, the function of alpha zone conditioning. Students are the agents of change who are expected to be critical of a problem, thus the teaching model with stand up comedy style becomes relevant to all its characteristics and characteristics in criticizing the problem especially in the context of the learning material.

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