Improving Interpersonal Skills Through the Application of Active Learning Approach: Theatre Based-Games

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Abstract
This study aims to examine the enhancement of interpersonal skills through the application of active learning in the teaching and learning of arts education. The approach employed is theatre-based game. Theatre-based games is an approach which is suitable to be used in the learning of arts education subjects through the application of various techniques, that include improvisation, role-play, limber up and voice projection. The subject of arts education includes theoretical and practical aspects that require high focus during learning. The application of theatre-based games is aimed to encourage active learning during online learning. This qualitative study involves eight (8) form five students from Sekolah Seni Malayia (SSeM) using observation and interview methods. The study applies Social Learning Theory and Constructivist Learning Theory. Data were analyzed thematically using NVivo software. The findings of the study found that active learning occurs in learning through the application of theatre-based games and highlights the interpersonal skills of students. Two-way communication occurs at each activity because the activities are conducted in groups. The study on the learning of arts education as a subject that applies active learning through theatre-based games is believed to promote confidence and enhance interpersonal skills.
Keywords: Theatre-based Games, Interpersonal Skills, Active Learning, Arts Education

Introduction
The emphasis by the Malaysian Higher Education Blueprint (MEB (HE)) 2015-2025 on the use of information technology and transformation on the delivery of teaching and learning (TnL) as per the ninth shift; which is the transformation of online learning based on the global level is in accordance with education 4.0 that highlights the 21st-century teaching (Norfarahi et al., 2020). In the Malaysian context, digital age literacy skills, innovative thinking, effective communication, high productivity, and spiritual norms and values are among the 21st-century learning skills that must be mastered by students. Therefore, Hafiza et al (2019) state that online TnL is a medium that provides innovation in teaching and is different from the norm. This is a form of distance

learning and is the latest initiative in 21st-century learning which is based on technology. The results are further strengthened as the world is currently facing the Covid-19 pandemic.

The education system shifted completely to an online mode of learning and facilitation when schools were forced to close due to the spread of Covid-19, hence, the implementation of the change of learning platform. In the past, learning was conducted face-to-face based on the conventional method. However, learning is now conducted online. Therefore, there is a need to change the learning approach in accordance with the needs of students. However, online learning does not differ vastly from conventional learning because the difference is pertaining to the medium of instruction. Teachers must be wise in diversifying their approaches to ensure that active learning takes place, especially for subjects that involve a combination of the teaching of theory and practice such as Arts Education. Rafiza (2013) in their study found that the education system which depends entirely on teachers, the blackboard, and textbooks is seen to be less suitable in the current modern education system. Teaching approaches that are not parallel with the latest technological advancement and are not student-centred, are not deemed to be suitable. Learning approaches must be modified, and based on Koutsoukos & Fragoulis (2017), both formal and non-formal educational approaches have been developed based on the use of art for educational purposes.

The concept of active learning and creative teachers in teaching must be strengthened (Abdul Halim & Muhibah, 2015) to construct effective communications (Alqurashi, 2019). Students in the 21st century are more interested in learning skills based on technology. This provides a positive effect to students because they are able to increase motivation and active involvement (Rafiza, 2013). However, in the current challenging situation, when learning is conducted online, the learning process becomes passive. This is because teachers use only WhatsApp or Telegram applications to communicate through messages with their students, to save internet data.

Visual arts is a form of expressive art, therefore, if conducted only based on theory and lack expressions, the students may lose interest in the subject taught. Therefore, active learning in arts education is important. Games-based learning approach must be practiced because it provides an environment for students to practice interpersonal skills based on 21st-century learning (Wong & Kamisah, 2018). Vickers (2020) states that communication function is informative, expressive and motivational. Communication is a form of information that allows students to be expressive and provides motivation in their learning to ensure that the learning is conducted in an active environment. Therefore, an appropriate approach must be taken by teachers to ensure learning is achieved effectively and communicatively.

Theatre is a form of art that functions as an educational tool (Prusdianto, 2018). The impact of communication using theatre in education is an active learning approach because theatre provides various non-rigid theatre-based games processing techniques. It is suitable to be applied to the learning needs using various techniques such as improvisation, role play, limber up, and voice projection. The types of games tailored are such as role-play, debates, puppet play, and other various types of games that are adapted to suit the needs of the learning content. Improvisation is a technique whereby the content is unplanned by the teacher during the

progress of the theatre-based game. In other words, improvements can occur at any time during the theatrical activities (Lakshmi & Kipli, 2018) which aims for the students to take control of the situation during the acting performance. For example, a student may not remember the meaning of mixed media painting, the student may improvise by asking other students. Therefore, the learning will be standardized.   These theatre-based game activities have a high impact on communication during learning, provide new experiences, assist in interaction, and enhances interpersonal skills (Loy, 2013). The theatre-based games are also suitable for the study of social interaction (Seppanen et al., 2018), and teach different disciplines in different contexts (Onen, 2016). Moreover, the active learning achieved is able to improve the academic performance of students, and also encourage attitude change and interest of the students in a subject if applied in teaching and learning by teachers (Abdul Halim & Muhibah, 2015), even though learning is conducted online.

Adzhar et al (2017) state that online learning impacts the students in all aspects such as reinforcement, motivation, interaction, self-confidence, and potential. The theatre-based game activities conducted will test the level of interpersonal skills of the students through activities that have access to countless information and knowledge that will encourage active learning (Shilvia et al., 2016). However, based on Hazwani et al (2016), self-attribute is the most significant factor and an important role in the effectiveness of online learning. This notion is supported by Abdul Halim and Muhibah (2015), whereby they mention that an active approach can optimize the potential, motivation, and learning of the students, in addition, the students have the freedom to think critically and creatively.

Thus, the question posed is whether is this related to building the interpersonal skills of students? Interpersonal skills involve the ability of the students in making connections and understanding others (Loy, 2013). This skill is employed in the relationship with others that involves their abilities to immediately understand and assess the expression, meaning, motivation, and emotions of others besides the ability to communicate and have an understanding, have sympathy and care towards the feelings and beliefs of others (Handfield, 2006); the related behaviours in interaction such as starting a conversation, providing emotional support, and being receptive, as well as resolving conflicts (Gaha & Fitzpatrick, 2005). These are important factors that are the main support for the success of an individual in facing his life (Spitzberg & Cupach, 1994), the craft of an individual in good and effective communication. Communication between individuals that occurs when individuals respond directly to each other or more precisely a two-way communication transpires (Raudah, 2017). There are nine important elements of communication in interpersonal skills that must be considered. The elements are eye communication, body position and body movements, gestures or facial expressions, costume and stature, voice and diversity, language, and pauses and sound. There are six categories of interpersonal skills, which are the ability to accept feelings and ideas, ask questions, convey information and clues, and the most important is communication skill (Seppanen et al., 2018). Improvisation has been used in teacher education to increase student- teachers' social interaction skills and interpersonal confidence, which is defined as the belief of one's capability to interact effectively in social situations. This is also supported by (Irwan et al., 2020) that involvement of students is an aspect

of learning that needs to be given attention by teachers for the self-development of students in order to increase motivation, self-confidence and create interpersonal skills.

The involvement of students in every activity of art education learning is very important whether in the induction session, perception, application, appreciation, or closing. The subject of Art Education involves the process of acquiring knowledge in sessions that take place. The session begins with the application of theory, demonstration, production of work and concludes with art criticism or appreciation process. The criticism process plays an important role because art is a platform for students to enhance their thinking through observation of the work which is accompanied by consideration and high aesthetic awareness (Norzuraina & Fadzil, 2021). In the subject of art education, the artwork is an assessment of the comprehension of the student on the learning path. Through the artwork, students can explain the theories learnt such as the elements of design, the principles of design, media, techniques, processes, and styles of work. This is supported by Koutsoukos and Fragoulis (2017) who mention that several academics and scholars, such as Gardner, Eisner, Perkins, and Kokkos, have occasionally expressed the view that education through the employment of artwork contributes to the learning process, and it also helps students to develop a variety of skills, including critical thinking, cognitive development, creativity, the discovery of new knowledge and expression of emotions. Thus, art education is an important subject and should not be taken casually. The combination of visual arts learning activities and performing arts approach (theatre) is able to provide opportunities to students to study with other friends, and thereby improving their interpersonal skills (Loy, 2013).

Teachers play an important role in devising creative and innovative learning activities and learning aids in order to shape students' thinking more effectively (Wong & Kamisah, 2018) whether learning takes place online or face-to-face. The exploration of approaches and new teaching methods are strongly encouraged to help increase students' interest in learning as furthermore, learning is conducted online. Past studies have proved that puppet play activity plays a role to improve the interpersonal skills of students. However, based on the researchers' knowledge, no studies have been conducted on other types of activities that use theatre-based games specifically to ascertain the improvement of interpersonal skills. Zahuri et al (2020) also indicate that research on theatre-based games in the field of art is very limited and needs to be conducted further. However, the main issue often raised is whether theatre-based games can be implemented effectively in the context of online learning. This requires further study as well as the development of modules as a basic guide for teachers and students in the subject of Art Education. The outcome of this study is hoped to assist teachers in employing theatre-based games approach intensively in online education in order to ascertain how active learning can improve the interpersonal skills of students.

Purpose of the Study
This study is conducted to examine how active learning can be achieved through the use of theatre-based games and further improve the interpersonal skills of students in learning the subject of Art Education. Ministry of Education (2018) indicates that the Secondary School Standard Curriculum is built on six pillars, namely, Communication; Spirituality; Attitudes and Values; Humanity; Science and Technology; Physical Development and Aesthetics; and Personal

Skills. This integration aims to develop human capital that embodies moral values based on religion, knowledge, skills, critical and creative thinking, and innovativeness. Therefore, the purpose of this study is in line with the statement by the Ministry of Education as above. Henceforth, the researchers intend to elevate theatre-based games-oriented learning as an effective approach to create active learning that focuses on the interpersonal skills of students based on the findings of this study.

Methodology

The researcher conducted an online learning session of Art Education on eight (8) students from Sekolah Seni Malaysia (SSeM). The topic of learning was mixed media painting. In this study, the researcher employed a qualitative approach, which is descriptive observation and interview. Qualitative research is used to obtain detailed and in-depth information on the study conducted. Crewell (1968) states that qualitative is an inquisitive process to understand social problems or human problems, based on a comprehensive and complex representation through the in-depth view of the informants and undertaken in real and natural conditions (Sarimah & Abreza, 2017). Data collection was conducted continuously starting from the induction session and ending with the closing session. The study is based on two main theories, Social Learning Theory and Constructive Learning Theory. Based on the application of the social learning theory, the study focuses on the use of games as a theatrical approach in teaching, to create a social environment within which individuals learn from each other through imitations, interactions and engagements. Whereas, the learning theory of constructivism observes the way students construct ideas actively on theatre-based games and mixed media paint learning content. The researcher divided the study phase into three parts;before the study, during the study, and after the study. Table 1 shows the phases of the study.

Table 1: Study Phase of Improving Interpersonal Skills Through the Application of an Active Learning Approach: Theatre-based game-Based.

Phase	Description
Phase 1: Before study	A pilot study was conducted to obtain preliminary information related to the sample of the study to identify the level of initial knowledge of the sample on theatre-based games. Information on types of relevant theatre-based games to be applied into the learning content of mixed media painting is also provided. Requirements on the types of theatre include features that are suitable to be applied online, learning environment, student needs, and others. Then, a theatre-based games module was developed for teachers and students as a guide during the study being conducted. Interview and observation instruments were constructed in this phase. The Theatre-based games Module is divided into three organizational contents, which are; • Organization A: Mixed Media Module, • Organization B: Theatre-based games

	● Organization C: Teaching and Learning Module.
	
	Among the activities proposed in theatre-based games are improvisation techniques, role play, storytelling theatre, simulation theatre, and reading theatre.
	    a. Emphasis is given to several elements during the development of this module including the accuracy of the types and procedures of theatre-based games employed.
	    b. Learning outcomes to be achieved.
	    c. Contents presented by teachers and TnL activities.
	    d. The method of assessment that measures the artwork produced by students.
	    e. Examples of daily lesson plans for TnL.

Phase 2: During Study	The study focuses on online learning of mixed media paintings. Teachers prepare daily lesson plans that are applied with theatre-based games approach and apply them during learning. The appropriate types of theatre-based game are selected for each activity conducted based on the learning objectives that have been set whether it involves the construction of understanding or assessment. The process of data collection was conducted during the observation of learning while the interview was conducted after the lesson of the day. The results are recorded in the instrument of observation and interviews.
Phase 3: After Study	Data were analyzed using NVivo software thematically. Verification of the data described in the form of a narrative or storytelling. Triangulation of data used for verification of analytical data obtained to conclude the study. The documentation process of all research processes is accurately stated.

Findings

The findings of the study indicate that theatre-based games create active learning in the classroom through structured activities based on the materials provided by researchers. Carefully compiled plans and instruments involve the construction of modules, daily lesson plans, preparation of teaching aids, and complete instruments before the study is conducted on students during the learning of art education subjects.

Students were given exposure to the setting of theatre-based games. During the learning process, students use the skills to associate theatre-based games with the content of learning. The findings also indicate that all students know about in theatre, dance, and music. This increases the confidence of the researcher, as the students are able to produce active learning in the classroom. During the class, students are at home connected to the google meet application.

The position of the students can only be seen from chest to head level during online learning. However, when the students are given an assignment on theatre-based games, they position themselves in a way that the teacher can see them from head to toe. Nonetheless, every situation is performed under the direction and supervision of the teacher.

The class session begins with three students conducting role-play during the induction set (Teater Games-TG3). Upon completion of the "role play", other students in the class try to identify the topic of the lesson that will be conducted. Although they may feel uncomfortable, they try to present the task perfectly. Eventually, the support of classmates and teachers made the game session a success. The two-way communication is seen to be responsive where students refine their listening skills and reflect on the learning content when questioned by the teacher upon completion of the induction set. The students were not able to identify the learning topic of mixed media painting as the role-play was not based on the current situation. The background of the story portrayed was during the 1980s. However, the teacher explained to the students about the situation and the topic of learning. The students make presumptions and questions actively. Active learning seems to take place in a positive and controlled manner. The three students are skilful with their acting skills.

The teacher explains the types of games and discussion topics that should be used by students. The teacher briefly explains the conditions of the game. (TG4) "Puppet game" is applied during the perception session. The students are ready with their puppets. They play the role by using stocking puppets and dolls to depict about the content of the learning. They are seen to obstruct their face with the puppet, moving the puppet while having dialogues. The students are also able to occasionally improvise information when teased by their peers. The class is disrupted when interrupted by other students. When the presentation is disrupted because students are unable to generate information, the teacher as a facilitator will assist in directing the information, and students take turns to act and narrate. Assessment takes place at the end of the session that involves theatre-based games. (TG5) "Wrong or Right". In this game, students provide information about mixed media paintings, while other friends will make presumption whether the information stated is wrong or correct. The students become very active and at times are uncontrollable due to noise as they battle to participate during the game session (TG5).

The application session aims to introduce students to techniques, media, and processes in mixed media painting. The type of game is mentioned to the students (TG11) "*Hidup Bermadu* (A polygamous marriage)" as an introduction to the media. The students become active and are uncontrollable because this type of game revolves around the culture of Malaysian society, which requires the involvement of men and women as partners. The students that play the characters are rather shy when teased by their friends who act as spectators. The learning content was delivered, but not accurately due to self-consciousness, thus communication was hindered. The session moved to the introduction technique with the game "Let's Switch roles" (TG8). The findings differ when the lesson was conducted with active participation by the students as each player attempts to highlight their respective dominant traits to prove their capability in giving opinions and spontaneously reflecting on findings.

In this section, the students use their imagination more by thinking and generating ideas. Pupils are requested to rest (relax) while closing their eyes. The teacher uses the game (TG2) "Let's Travel". Students are told to imagine the visual image, appearance, texture, objects, and others related to the artwork that they want to create. Then, the students open their eyes and narrate their imagination. They describe about the elements of art, principles of art, media, techniques, process, and also the style of work that they want to create. The students are shown demonstrations and they produce the artwork. The session is conducted actively but online learning is disconnected when the students work on their creation to save on internet data usage. After one hour, the students resume online learning.

An appreciation session takes place when the artwork is being produced. (TG12) "The Vegaria Academy" was used for the appreciation session. The teacher chooses two students as jury and one as the ceremonial host. The ceremonial host introduces the participants to the jury. The jury appreciates the artwork and is observed by other students. The findings are as below:

Findings 1

"I feel that this artwork is created by a person who is in the state of excitement, which is based on the warm colours used. The image created also shows as if he is playing with his favourite musical instrument."

Jury also request other to give opinions on the artwork created.

Findings 2

"The artwork uses collage technique by combining paper media and watercolors. I think he uses these media which are only available in his house. As currently we are facing movement restrictions, so, he is unable to get other media. This artwork is not impressive."

The students differ in opinions with each other.

Findings 3

"I disagree. The artwork was successfully created, but needs to be refined to look more attractive."

Active learning and critique sessions take place by commenting on the artworks one by one. the teachers conclude the learning that takes place on that day.

The findings found that the smooth delivery of learning content depends on the selection of the type of game by the teacher. Students have good interpersonal skills while communicating. Students are also concerned about the dialogues uttered by their peers before reflecting based on the needs of the learning content. At times, the students are uncontrollable when they are noisy while talking loudly and shouting. It makes it difficult for the student who is role-playing to deliver the content effectively.

The improvement of interpersonal skills through the application of active learning can be seen from the characteristics of the student-centered classroom. Characteristics of active

learning are observed through theatre-based games activities such as role-play, *hidup bermadu*, let's exchange roles and puppet games, and many more. Through theatre-based games, students were seen to exhibit communicative, and listening attributes, motivation, reflecting on the response of their friends, and able to solve problems related to learning. The teacher acts as a facilitator, while the students generate ideas and improvise the lesson content during the activities. The use of constructivist theory here is when students are exposed to initial knowledge and then nurtured with knowledge in the classroom. The students construct and combine knowledge, and then convey the knowledge through theatre-based games approach.

Discussion

The findings of the study show how active learning using theatre games can improve students' interpersonal skills in the subject of art education. The improvement of interpersonal skills includes the skills of communication, listening, motivating, reflecting, problem-solving, and responsible where it involves competent social interaction skills among students. The teacher as a facilitator is the most important figure in creating an active class. Referring to social learning theory, the main element of learning takes place through observation and imitation. Therefore, according to Onen (2016), teachers should learn to construct a social environment where active learning can occur (Bandura, 1977). Student's behavior can be learned through what is seen, heard, known, and felt by the student. This is a process for the construction of the cognitive, psychomotor, and affective learning and participation of students involved in the class. The Ministry of Education (2019) indicates that students voice and express thoughts, ideas, and information confidently and creatively both orally and in writing, using a variety of media and technologies. Hence, students go through this process of socialization and make social adjustments based on their environment (Loy, 2013).

Communication is a continuous process. An active class occurs based on the communication that takes place during learning (Jais, 2019). Theatre-based game is easily applied in the classroom because teachers and students have been provided with modules. The students have developed an initial understanding of the procedures or techniques for playing theatre-based games in addition to their existing experience. Selection of types of theatre-based games for learning art education also plays a role in active learning as well as improving students' interpersonal skills when students are able to improvise knowledge and experience related to learning procedures and content. This is supported by Suparlan (2019) who mention that the teacher's role is to create opportunity for students in generating their knowledge. Teachers provide the type and topic of discussion; the students generate knowledge to carry out activities. The application of Constructivist Learning Theory is seen when teachers provide students the opportunity to construct their understanding.

In addition, the main factor in the success of using the theatre approach in improving interpersonal skills is the support of teachers and friends so that students are confident to carry out activities together because many activities involve collaboration or group activities. Teachers provide support by allowing students to increase self-confidence and be courageous when expressing opinions and solving problems through activities conducted. This process of analysing issues helps to develop oral communication skills of students (Onen, 2016), and learning becomes

active thereby improving the interpersonal skills of students. The activity requires students to communicate verbally and non-verbally through style, voice, and tone during presentation. Students reflect on and improvise speech, dialogue, content, style, and voice during activities. They also improvise various small activities without planning such as asking questions to friends, asking for opinions, requesting information from teachers and so on. This is supported by Irwan Fariza et al (2020) who state that the involvement of students is associated with the support from their environments, such as teachers and friends to mobilize the enthusiasm of students to participate in learning activities. Enthusiasm and support assist students to have confidence in carrying out activities and further develop interpersonal skills.

The success of the active learning approach through theatre-based game is also because students successfully master the concept of learning. When students have prior knowledge and combined it with the learning that takes place, they can easily grasp the concept of learning. When pupils are confident in their ability, they do not hesitate to share information on mixed media painting with other friends. The attitude of other students who are supportive and do not disparage when is a mistake is made is an instrumental skill to increase the self-confidence of other students. Learning takes place in a fun learning manner without any elements of stress. The students are encouraged to give views and exchange opinions according to the type of game applied in each session, which generates understanding based on the needs of the learning content of mixed media painting without neglecting the concept of learning. This is in line with the findings by Onen (2016) who states that this method allows students to express their opinions from two different perspectives. This finding also indicates that students are interested in this activity and are able to improve their public speaking skills as well as critical and creative thinking. Moreover, students are not confined to the learning needs using conventional methods such as lectures, memorizing notes, and answering questions. Theatre-based games, allow students to be active learners, express their opinions, have fun by abiding by morale and mannerisms as a student.

The method of solving the problem is one of the teaching methods used in theatre-based games as part of improvisation techniques. The students think actively, practically, and effectively while creating active learning. Students use listening skills to master the subject content when learning takes place. The term interpersonal confidence is employed as a situationally specific feature, focusing on social interaction situations rather than the more general trait of self-confidence (Seppanena et al., 2018). Physical, psychological, and neurological aspects affect the listening process when students listen, generate thoughts, and reciprocate through improvisation techniques that illustrate the characteristics of students' interpersonal skills. Efficient listening requires a logical and effective unification of ideas. Thus, the hearing should take place through the mind and not feelings, that develop self-confidence to state opinions.

However, although students have comprehended theatre-based games, they often inadvertently are misrepresented or may experience slip of tongue while improvising the learning content. Yet, teachers motivate students by encouraging and passes the baton to other students in continuing the interaction of the learning content. The improvisation technique is a unique technique where

there is nothing wrong and right in it, because improvisation is a process for students to increase self-confidence in presenting ideas, concepts, principles, and theories that form-critical, analytical, logical and rational thinking (Romanelli & Tishby, 2019). Moreover, Barrett (1998); Vera and Crossan (2005) mentioned that the abundantly cultivated slogan "a mistake is a gift" among the practitioners of improvisation, means that the surprise element of mistakes may also offer imaginative turns, thus modulating mistakes into "gifts". This means students need to build courage, confidence, motivation on social skills to make learning active. Teachers as facilitators will ensure and use appropriate approaches to guide students according to the learning topics of the syllabus. The link between social, psychomotor, and cognitive skills is critical in generating active learning. When students have good interpersonal skills especially leadership attitude and sense of responsibility, they will possess empathy to weigh the value of learning. Another key concept of improvisation is status of expression; status refers to a variety of verbal and non-verbal behaviours indicating the social dominance of a person (Seppanena et al., 2018) and dramatizes ways of behaving in social relationships (Huda & Imayah, 2019). Students strive to investigate and gain experiences that involve themselves, others, and the environment.

Thus, the success of educating students is not only on the improvement of cognitive but also involves social values and the value of empathy or concern for others. Online learning has adversely affected the face-to-face social networking of the students. Interpersonal skills may decline by bits and pieces without us realizing it. Gardner (1983; 1993; 1995; 1999) in Loy, et al (2013) describes that interpersonal expressing allows children to understand the feelings, motivations, habits as well as desires of others. Active learning in the classroom that involves multi-directional involvement showcases students' interpersonal skills especially when students excel in theatre games played in groups. Seppanena et al (2018) indicate that self-confidence can be fostered and contributes to skilful behavior. This is noted in nurturing empathy by giving space to friends to interact, give opinions, listening to opinions, and respecting time. Nonetheless, mischievous students who always disrupt the class to create a joyful atmosphere. Such students are not aware that they are disrupting the ongoing learning. Bandura and Vygotsky mention that people often learn in a social context (Onen, 2016). Thus, this situation can be controlled by the teacher, by often allowing the student to be a participant in the theatre-based game. Thus, teachers must understand the characters of each student and take interventions to control the student's behavior as well as to avoid disruption during learning.

Although theatre-based games can generate active learning, teachers must make thorough preparation before applying it into the classroom, especially online classes. This is because, teachers need to wisely choose the type of game, use relevant techniques and materials. Meanwhile, when classes are conducted online, teachers need considerable time for the preparation process before the play process begins as students need to adjust their voice/position and gesture according to the screen size which serves as a medium of long-distance communication.

Conclusion

Within the scope of this study show how active learning using theatre games can improve students' interpersonal skills in the subject of art education. Interpersonal skills were constructed

through a theatrical play approach applied during the learning of Art Education. Through this approach, various skills of students are honed while discussing information on the learning content of mixed media paintings across disciplines. The use of theatre-based games approaches that consists of various activities stimulate active learning that involves elements of communication, collaboration, creativity, character, critical and creative thinking as per the 21st-century learning. This effort is a new approach that suits the talents and interests of students so that they can experience an effective educational environment while learning online.

Interpersonal skills and active learning are intertwined mutually to serve each other. The results of the use of theater games affect the improvement of students' interpersonal skills when students respond to activities carried out through actions such as skill, empathy, adaptability, self-responsibility, peers, and roles in the classroom environment to meet learning needs. However, students with low self-esteem may not be able to achieve high potential in social interaction. Other factors of students' interpersonal skills may increase when using the learning approach because this approach is a flexible play approach and easy to be applied during learning to create an active learning environment, design effective communication, increase confidence, help students construct a responsible attitude, and others. However, there are scarce studies on theatre-based games. It is hoped that this study can be conducted on different target groups to obtain new findings. It is also suggested that this approach be practiced in teacher education curricula to assist students in generating active and joyful learning.

Appreciation

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