

# The Teaching Material of Drama Appreciation based on Project-based Learning by Interactive Multimedia-assisted

Syofiani<sup>1</sup>, WS. Hasanuddin<sup>2</sup>, Ramadhan Syahrul<sup>3</sup>

**Abstract** - This study aims to develop teaching materials for Drama Appreciation based on project-based learning with multimedia assistance in institutions. During this time, the teaching materials used in the learning process are in the form of textbooks so that students cannot provide contextual experience. This study is a research development using the ADDIE model, which is at the Analysis and Design stages. A needs analysis is carried out to determine the effectiveness of the Drama Appreciation teaching materials used so far in learning by giving questionnaires to lecturers and students. The results of the analysis showed that both lecturers and students expected the development of teaching materials for Drama Appreciation courses. While the design stage is designing Drama Appreciation teaching material development based on the findings of the needs analysis. The design of teaching materials uses multimedia-assisted project-based learning (PjBL) stages. The design was developed in the form of multimedia-assisted teaching materials using Macromedia Flash 8, lecturer manuals, student manuals, and model books. Products that are produced go through stages of validation by material experts, linguists, and IT experts.

**Key word:** teaching materials, Drama Appreciation, project-based learning, multimedia

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## I. INTRODUCTION

Drama Appreciation is a compulsory subject at the Indonesian Language and Literature Education Department (FKIP), Bung Hatta University. This subject is unique because students are not only equipped with theory but also are given experience on how to practice drama scripts on the real stage. As prospective teachers, students must also have skills in teaching drama to their students at school. The results of research conducted by Elaldi & Yerliyurt (2017) and Mikaresti and Yusra (2018) stated that through drama learning can improve the student experience in the field and development of teaching materials for drama material in learning is needed. The same thing is also found through previous research on the perception of lecturers and students that lecturers and students expect the development of teaching materials for Drama Appreciation courses. (Syofiani, 2019). During this time, the teaching materials are available only in the form of printed teaching materials, whereas currently needed teaching materials that are following the digital 4.0 era, one of them is in the form of multimedia. This is in line with the study by Hong Li (2017) that multimedia will increase student understanding of teaching material.

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<sup>1</sup> Faculty of Teacher Training and Education, Bung Hatta University, Padang

<sup>2</sup> Faculty of Language and Art, Padang State University

<sup>3</sup> Faculty of Language and Art, Padang State University

As one of the literary genres, the drama has been taught at elementary and college levels. However, in reality, there are still many problems found in learning the drama. One of the problems found was the lack of teacher or lecturer understanding of the nature of drama learning itself (Choy and Cheah, 2009; Sablonniere, Taylor and Sadykova, 2009; Shakfa, 2012). Besides, the problem of teacher or lecturer is a lack of creativity in teaching so that drama learning has not become attractive to students. Though, it is known that drama learning, as well as other literary genres, is not solely aimed at making students literary or playwright reliable, but rather giving experiences to appreciate drama. (Miller and Pennycuff, 2008; Erdogan, 2013; Albalawi, 2014).

The experience of appreciating the drama will lead students to be more interested and positive about the drama. Drama learning is no longer interpreted as a play that is difficult to teach in class because of various obstacles, for example, difficult to memorize the script/drama text, difficult to bring up the characters according to the role or the ability to read the students themselves so that it is difficult to give meaning to the drama text. Moreover, there are many ways could be done by lecturers on how to make Drama Appreciation a subject that is liked and desirable by students because through this learning many positive things can be conveyed to students. This is in line with research results (Boggs, Mickel, & Holtom, 2007; Cawthon, Dawson, & Ihorn, 2011; Gul & Gucum, 2015; Gray, Pascoe, Wright, 2018; Usakli, 2018) that through drama games could sometimes soothe emotional students. This is also related to the effort to form *soft* students' skills to be better and as an effort for lecturers how to create fun classes.

As innovation in learning, drama learning material could be developed through the use of interactive multimedia. If during this time, the learning process tends to be conventional (lectures and discussions) even learning is more theoretical and less touching aspects of drama as performance art. As a result, drama appreciation learning becomes less attractive to students. Therefore, one alternative that could be done by lecturers is to make innovative, creative, but fun learning designs without eliminating pedagogical touches through learning using interactive multimedia. According to the recommendations, through research Udim & Etim (2016) states that lecturers must conduct a series of training and skills on how to use high technology (in the form of multimedia) in learning. On another hand, it also said that an educator (in this case is lecturers) must be skilled in using multimedia applications themselves as an effective tool in education (Babiker & Elmagzoub, 2015).

In this regard, lecturers are expected to be able to provide stimulus through learning multimedia-based drama in the form of shows that can arouse student creativity. This is reinforced through the results of research related to learning using multimedia such as Theng & Neo (2014) who revealed that students in Malaysia improved performance, were more active and were motivated in learning because the lecturers used learning through multimedia through the development of Interactive Learning Modules (ILM). Meanwhile, Alshadan, et al. (2014) also developed a learning model by utilizing multimedia technology which also has an impact on student learning outcomes in Saudi Arabia in all disciplines and subjects.

The learning could be more interesting if the teacher could make creations in their learning. The results of the research Rodríguez-Bonces (2017) states that a curriculum that integrates music and drama as a strategy for language teaching can create meaningful learning and positive attitudes of students to generate high interest in language learning. Similarly, the results of the study (Kyol, Kahrman-Pamuk, & Elmas, 2018) opinions and experiences of the pre-service teachers and preschool teachers stated that drama had a positive impact on the

learning of preschoolers about further development. Not only for students, but drama activities on learning could also improve the independent learning skills of prospective teachers Kosucu & Hursen (2017). Then, previous research was also conducted by Ahonen & Gustavson (2012) from Finland trying to use drama learning to develop the collaborative assessment. It means the results of the study said that by playing drama the competencies of students can be seen directly through their performances in staging a script.

Besides, the problem of teacher or lecturer creativity in teaching is lacking so that drama learning has not become attractive to students. Though it is known that, drama learning, as well as other literary genres, is not solely aimed at making students literary or playwright reliable, but rather giving experiences to appreciate drama. (Miller and Pennycuff, 2008; Erdogan, 2013; Albalawi, 2014).

## II. METHOD

This type of research is development research. The research procedure used is the ADDIE development model which consists of five stages, namely analysis, design, development, implementation, and evaluation (Sugiyono, 2011). In this study, the stages of the ADDIE model applied were analysis and design. The needs analysis phase is carried out by giving instruments to lecturers and students. The instrument contains the views of lecturers and students on the Drama Appreciation learning process so far. After the instruments are collected, an analysis is carried out to see the relationship between lecturers' and students' opinions regarding Dramatic Appreciation teaching materials used so far. Next, the design stages are (1) Designing Teaching Appreciation Subjects based on project-based learning assisted with multimedia by following the syntax of project-based learning (PjBL) and (2) Designing the appropriateness of teaching material appropriateness instruments, to assess whether the teaching materials developed are feasible to use. The instruments compiled in the form of the feasibility of the content, the feasibility of the language, and the feasibility of the presentation. The instruments compiled were then validated by material experts, linguists and IT experts to obtain valid assessments.

## III. FINDING AND DISCUSSION

After analyzing the questionnaire given to lecturers and students, the findings obtained related to their views on the need to develop teaching materials for the Drama Appreciation based on project-based learning with the assistance of multimedia as follows:

- **Analysis Phase (*analysis*)**

**Tabel 1: Questionnaire Analysis of Lecturers**

No.	Research Activity	Research Focus on Answering Questions:	Data Collection
1.	Analysis of teaching material available in the study program	<ul style="list-style-type: none"> <li>• Are the teaching materials sufficient to achieve the learning objectives so far?</li> <li>• If not which aspects will be fixed</li> <li>• Do teaching materials need to be developed that could make the learning atmosphere interesting</li> </ul>	Analysis of documents then made a list of questions in the form of a checklist
2.	Concept Analysis	<ul style="list-style-type: none"> <li>• What concepts should be included in drama appreciation teaching materials?</li> <li>• Is the content of available teaching materials already relevant to the learning objectives? If not which parts</li> </ul>	Analysis of various journals/learning resources/literature about interactive multimedia-based

		of the concept will be developed	teaching materials
3.	Analysis of learning activities with teaching materials available so far	<ul style="list-style-type: none"> <li>• Are student activities in learning quite varied or only focused on concepts?</li> <li>• Is the method of teaching lecturers focused on theory only because the available teaching materials are conventional?</li> <li>• Are there interactions between lecturers and students in learning?</li> </ul>	Interview and Observation
4.	Literature Analysis related to interactive multimedia-based teaching materials	<ul style="list-style-type: none"> <li>• How is the nature of interactive multimedia-based teaching materials?</li> <li>• How far the effectiveness of interactive multimedia-based teaching materials can make the learning</li> <li>• Etc.</li> </ul>	Analysis of related literature/journals
5.	Analysis of existing learning tools	<ul style="list-style-type: none"> <li>• What components will be developed especially in the aspect of the content of teaching materials?</li> <li>• Development is needed in the aspects of interaction in learning so that learning is truly based on student activities</li> </ul>	Analysis of documents checklist

**Tabel 2: Questionnaire Analysis of Students**

No.	Research Activity	Research Focus on Answering Questions:	Source of Data
1.	Analysis of teaching material available in the study program	<ul style="list-style-type: none"> <li>• Are the teaching materials sufficient to achieve the learning objectives so far?</li> <li>• If not which aspects will be fixed</li> <li>• Do teaching materials need to be developed that could make the learning atmosphere interesting</li> </ul>	Analysis of documents then made a list of questions in the form of a checklist
2.	Concept Analysis	<ul style="list-style-type: none"> <li>• What concepts should be included in drama appreciation teaching materials?</li> <li>• Is the content of available teaching materials already relevant to the learning objectives? If not which parts of the concept will be developed</li> </ul>	Analysis of various journals/learning resources/literature about interactive multimedia-based teaching materials
3.	Analysis of learning activities with teaching materials available so far	<ul style="list-style-type: none"> <li>• Student activities in learning quite varied or only focused on concepts</li> <li>• The method of teaching lecturers focused on theory only because the available teaching materials are conventional</li> <li>• There are interactions between lecturers and students in learning</li> </ul>	Interview and Observation
4.	Literature Analysis related to interactive multimedia-based teaching materials	<ul style="list-style-type: none"> <li>• The nature of multimedia-assisted teaching materials</li> <li>• How far the effectiveness of interactive multimedia-based teaching materials can make the learning atmosphere interesting</li> <li>• Etc.</li> </ul>	Analysis of related literature/journals
5.	Analysis of existing learning tools	<ul style="list-style-type: none"> <li>• The components that will be developed mainly in the aspect of teaching material model that is no longer in the form of the manual but containing</li> </ul>	Analysis of documents checklist

		<p>multimedia. This is in line with technological developments so that the learning carried out by lecturers is relevant to current conditions.</p> <ul style="list-style-type: none"><li>• Development is needed in the aspects of interaction in learning so that learning is truly based on student activities</li></ul>	
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Based on tables 1 and 2 it could be concluded that both lecturers and students want the development of teaching materials for Drama Appreciation courses.

### • **Design Stage (*design*)**

The design phase (*design*), which is designing teaching materials based on *Drama Appreciation based on multimedia-assisted*. This activity is a systematic process that starts from setting learning objectives, designing learning scenarios, designing learning tools, designing learning material development and designing learning outcomes evaluation tools. The research product design is in the form of (1) Teaching Appreciation teaching material based on 06669 projects based learning multimedia assisted (2) lecturer manuals, (3) student manuals and (4) learning model books.

Design of Drama Appreciation teaching materials following by *projects based learning* is based on the handout of Drama Appreciation courses namely drama as performance art, which consists of 3 blocks, namely block I "Communication", block II "Performance Management", and block III "Performance/Show". At the end of the block, students work on a project in the form of performance art. All learning material is entered into multimedia using the *Macromedia flash 8* devices. Through multimedia, students could interact both with lecturers and with friends related to the subject matter.

Lecturer and student manuals contain the syntaxes of learning based on *project-based learning* which are broken down into 6 steps of learning. Drama Appreciation learning syntax, namely:

1. Questions at the Beginning of Learning; Learning activities begin by giving challenging questions to students, namely the characteristics of drama as literary art and performance art between poetry and prose forms. This question leads students to the context of project-based learning and gives students the task of carrying out a controlled activity;
2. Project Planning; The second step, namely, students, with the guidance of lecturers, formulate project plans to be carried out, namely planning to make performance art. However, before that the lecturer together with the students determined the script to be reconstructed into a script that was ready to be displayed
3. Scheduling Stage of Project Activities; In this section students with the guidance of lecturers are asked to make a schedule of training activities together.
4. Oversight of Current Projects; In implementing the project, students receive supervision from lecturers. This supervision functions not only as a work control but also actually is a guidance process.
5. Rating; Assessment is carried out on the work of students in playing drama. The assessment is conducted to measure the achievement of student competencies.
6. Project Evaluation; Learning activities end with project evaluation activities. The activities carried out were lecturers and students reflecting on project implementation, in the form of discussions related to the mastery of roles by each student.

#### IV. CONCLUSION AND RECOMMENDATION

Based on the research findings it can be concluded that: (1) the development of teaching materials based on Project Based Learning is supported by multimedia and (2) the design/design of teaching materials contain learning syntax based on the stages of project-based learning or project-based learning. The existence of *based project-based learning* multimedia-based teaching materials is intended to make the learning process more contextual because it is by the development of the digital-based 4.0 industrial revolution.

Related to these conclusions, it is suggested to lecturers to always make breakthroughs especially related to the learning process. Creative lecturers make the learning process fun and it is hoped that learning outcomes will be good. Moreover, education in the digital age is demanded by lecturers or educators who can adjust to the development of technology and information. With this so, the presence of multimedia-based project-based learning-based learning materials is seen as appropriate.

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