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Optimizing local functions in drama appreciation materials

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ABSTRACT

This study aims to (1) Know the module development process Appreciation of local wisdom-based Drama Students of Indonesian language study program UNPARI Lubuklinggau (2) Module Appreciation Drama based on local wisdom Students of Indonesian language study program Lubuklinggau UNPARI are valid, practical, and effective. The method used is Research and Development (R & D) research and used the Dick & Carey model which is limited to 8 stages. The study produced new products in the form of a local wisdom-based Drama Appreciation module and tested valid, practical, and effective. Based on the results of the study it was known that validity was 81.25%, and practicality was known from small, medium and large tests. While the effectiveness of teaching materials is known as 6 people 30% get very good grades (A) with a score of 80-100, as many as 9 people 45% get 66-79 with a good category (B), the number of students who get enough grades (C) 1 person 5% with a score of 58, and students who scored less (D) as many as 4 people 20% with a value range of 46-55. based on the results of the study it can be concluded that the teaching material of the local wisdom-based Drama Appreciation course is valid, practical and effective for students of the Study Program. Indonesian language and literature education STKIP PGRI Lubuklinggau.



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Introduction

Appreciation of drama is an activity of studying literature with the aim of finding the elements contained in the drama being appreciated. Waluyo (2003: 45) argues that appreciation activities select several levels, namely "the level of liking, the level of enjoyment, the level of reaction, and the level of productivity." Appreciation of drama based on local wisdom in a module must have closeness both in terms of distance and psychology. So that it can attract students' interest to learn it. Besides that, the introduction of local culture to the generation of builders of an area is very important. This is because a custom, a culture, must be maintained so that it will not become extinct and will continue to exist for our children and grandchildren

Drama appreciation is not only focused on the performance or the art of the play but can be appreciated in terms of the literary text. The two dimensions of literature can be discussed separately for the sake of analysis. However, based on a needs analysis conducted by researchers with Drama Appreciation lecturers at UNPARI Lubuklinggau, the student's ability to appreciate drama is still lacking. The influencing factor is the lack of student understanding of the Drama Appreciation course, namely the lack of student knowledge about drama so that their appreciation is only limited to the stage. Students are also less interested in drama appreciation courses because the examples of dramas shown are dramas outside the Lubuklinggau area.

Based on the author's observations of students of Indonesian language and literature study programs who are taking drama appreciation courses, the obstacle for them to appreciate drama is that there are no modules used on campus so far that are not complete and interesting. A teaching material must have closeness both in terms of distance and psychologically. So that it can attract students' interest to learn it. In addition, the introduction of local culture in the generation of regional builders is very important. This is because a custom, or culture, must be maintained so that it will not become extinct and will continue to exist for our children and grandchildren.

Look at the problem above, researchers as a solution to create a drama appreciation module based on local wisdom that is desired by Indonesian language lecturers and students studying drama appreciation. That way it can make it easier for teachers to teach drama appreciation material and can help students understand drama and the surrounding environment. Research on the manufacture of educational products, one of which modules must use Research & Development (R&D). Research (R&D) differs in seeing the changes that occur in students because they have to create or develop educational products. Therefore, the author is interested in conducting research and development (R&D) by producing a product in the form of a Drama Appreciation module based on the local wisdom of Indonesian Language Study Program students at UNPARI Lubuklinggau.

Research development produces a new product in this module. Prastowo (2011: 106), "Modules are basically teaching materials that are systematically arranged in language that is easily understood by students according to their level of knowledge and age so that they can learn on their own (independently) with minimal assistance or guidance from teachers. educator". Modules are communicative teaching materials so that students can learn independently. The model of poetry writing teaching materials that will be developed by researchers still has a relationship with the books used by students and teachers. The local wisdom-based drama appreciation module developed by the researcher has been packaged as attractively as possible, such as using supporting animation, which is in accordance with the material being taught. Researchers also provide complete sub-materials, with interesting presentations and easy for students to understand. It aims to avoid student boredom when studying drama appreciation teaching materials.

Method

Based on the students' problem in following Drama Appreciation course, this research used research and development (RnD). According to Gall and Borg in Emzir (2014: 262) the educational development model is based on industry which uses research findings in designing new products and procedures. Meanwhile Gall and Borg (1983: 772) define development research as "Educational research and development (R&D) is a process used to develop and validate educational products". According Sukmadinata (2010: 164) defines R&D research as a process or steps to develop a new product or improve an existing product, which can be accounted for. In developing the material, the researchers used developing model by Dick and Carey by ten steps in nemely : 1) analysis of needs and objectives; 2) learning analysis; 3) analysis of the learner (students) and context; 4) formulating performance goals; 5) develop instruments; 6) develop learning strategies; 7) develop and select learning materials; 8) designing and conducting formative evaluations; 9) make revisions; 10) summative evaluation. The subject at this research was 20 students of class VI.a STKIP-PGRI Lubuklinggau. In conducting this research after got the data the students' need, researchers created modul design and it be evaluated by material expert, design expert, and students' as the try out product.

Results and Discussion

Researchers have completed research starting from the process of collecting data needs and designing designs to product trials. In this activity, the researchers produced a product of teaching materials in the form of a drama appreciation module. Before testing the product, the researcher validated the product with 3 experts, namely language, design and material.

Expert Evaluation

Validation is carried out by expert validators consisting of linguistic experts, design experts and material experts. The instrument used is an open questionnaire and a column to provide criticism and suggestions to the author. Based on the criticism and suggestions given by the expert team, it is used as a guide for the author to make revisions.

1. Design Expert

The validator of the drama appreciation module design is Dodik Mulyono, M.Pd. who is one of the lecturers of the Mathematics education study program at UNPARI Lubuklinggau. This validation process asks questions that are included in the questionnaire to assess the feasibility of presenting the drama appreciation module which includes: (1) Clarity of Purpose, (2) Systematic/Sequence of Presentation, (3) Motivation, (4) Interaction (Stimulus and Response), (5) Completeness of Information, (6) Font Size and Type, (7) Accuracy of Illustrations Pictures, Graphs and tables, (8) Physical Appearance, (9) Paper Quality and (10) Cover.

The results of the responses from the validator to the Drama Appreciation module can be seen from the following calculation results:

Tabel 1 <Percentage of Design Expert Responses>

Rentang Nilai	Persentase (%)	Kategori
32,5 – 40	81,25 - 100	Sangat Baik
25 – 32	62,5 - 81	Baik
17,5 – 24	43,75 - 62	Cukup
10 – 17	25 - 43	Kurang Baik

The conclusion of the feasibility component of the Drama Appreciation module design can be said to be in the very good category with a percentage of 87.5%.

2. Linguistic Expert

Next, the author validates the linguistic validator. The validator of linguistic experts is Dr. Satinem, M.Pd. The questionnaire given to the language validator also uses an open questionnaire with 25 statements. The linguistic validator not only assesses in the form of a questionnaire but also provides suggestions. The suggestion is a motivation for the author because he really hopes to get advice so that it becomes an evaluation for improving the quality of the module. Suggestions given by the validator as a module evaluation are, to improve punctuation, foreign terms, capital letters, sentence structure and good paragraph requirements. The result can be seen below:

Tabel 2 <Percentage of Linguistic Expert Responses>

Rentang Nilai	Persentase (%)	Kategori
81,25 – 100	81,25 - 100	Sangat Baik
62,5 – 81	62,5 - 81	Baik
43,75 – 62	43,75 - 62	Cukup
25 – 43	25 - 43	Kurang Baik

The conclusion from the calculation of the linguistic validation of the feasibility component in terms of language can be said to be in the good category with a percentage of 77%.

3. Material Expert

The author validates the material with the aim of knowing the feasibility and accuracy of the material made in the Drama Appreciation module and will be tested on students of the STKIP-PGRI Lubuklinggau Indonesian language and literature education study program. Material validation is carried out using an open questionnaire by including a critique and suggestion column as a reference. The material expert gave a good assessment with a score of 4 (four) in the

very good category. In general, it can be concluded that the student drama appreciation module of STKIP-PGRI Lubuklinggau is in accordance with the decision of the material validator that the module can be used after revision.

Table 3 <Percentage of Material Expert Responses>

Rentang Nilai	Persentase (%)	Kategori
35,75 – 44	81,25% - 100%	Very Good
27,5 – 35	62,5% - 80%	Good
19,25 – 27	43,74% - 62%	Enough
11 – 19	25% - 43%	Not enough

The results of the calculation of material validation can be concluded that the feasibility of the content or material is in the very good category with a percentage of 86.36% validation from material experts can be seen from the following figure: Based on the assessment of the design, linguistic and material experts on the Drama Appreciation module, the calculation results can be seen as follows:

Table 4 <Percentage of Responses of all Experts>

Rentang Nilai	Persentase (%)	Kategori
149,5 – 184	81,25% - 100%	Very Good
115 – 149	62,5% - 80%	Good
80,5 – 114	43,75% - 62%	Enough
46 – 80	25% - 43%	Not enough

All components are included in the very good category, with a percentage of 81.52%. In general, the assessment of drama appreciation module materials can be seen in the following table:

Table 5 <Responses from the Expert Team>

No.	Validator	Skor yang diperoleh	Persentase (%)	Kategori
1.	Desain	35	87,5	Very Good
2.	Linguistic	77	77	Good
3.	Material	38	86,36	Very Good
Jumlah Keseluruhan Validasi		168	81,52	Very Good

Model Effectiveness

1. 1) One to One Evaluation

Evaluation of product trials on students or commonly referred to as one-to-one trials were carried out on May 5, 2019, in class VI.a by conducting interviews with five students who were described in a written questionnaire, the following are the steps taken at the test stage try One to One: (1) Students read and understand the material for the drama appreciation module. (2) Then the students were asked to answer the questions in the distributed questionnaire.

The one-to-one evaluation was carried out to see the practicality of using the drama appreciation module. It can be seen the results of student assessments in the form of a one-to-one test questionnaire

Table 6 <Results of One-to-One Trial Questionnaire>

Kode Mhs	Nomor pernyataan				Jl	Kategori
	1	2	3	4	5	
M1	4	3	4	2	3	16 Sangat Baik
M2	4	3	3	2	3	15 Baik
M3	3	3	4	3	3	16 Sangat Baik
M4	4	4	3	3	3	17 Sangat Baik
M5	3	4	4	4	3	18 Sangat Baik
Jml					82	

Table 7 <Percentage of One to One>

Kategori Skor	Rentang Skor	Persentase (%)
Sangat baik	16,25 – 20	81,25 - 100
Baik	12,5 – 16	62,5 - 81
Cukup	8,75 – 12	43,75 - 62
Kurang	5 – 8	25 - 4

Percentage = (average score)/(maximum score) = $16.4/20 \times 100\% = 82\%$

Based on a questionnaire from the one to one trial, the authors concluded that the student response to the drama appreciation module was very good with a percentage of 82%. The drama appreciation module can be said to have been practical based on the results of the prototype test questionnaire. The next stage of the module will be tested on the medium group.

2. Implementation of Medium Group Evaluation

Group evaluation is being carried out on 10 students who are taken at random. The evaluation stage is the same as the prototype evaluation, only the difference in the number of respondents is more than the one-to-one trial. Based on the questionnaire given to students in the medium group evaluation, shows a very good attitude to the Drama Appreciation module. The results of the evaluation in the medium group can be seen from the assessment of the small group questionnaire as follows:

Table 8 <Percentage of Medium Group>

Kategori Skor	Rentang Skor	Persentase
Sangat baik	32,5 – 40	81,25% - 100%
Baik	25 – 32	62,5 – 80%
Cukup	17,5 – 24	43,75% - 62%
Kurang	10 – 17	25% - 43%

Percentage = (average score)/(maximum score) = $34.5/40 \times 100\% = 86.25\%$

Based on a test questionnaire in a small group of six students who were randomly selected, the authors concluded that the students gave a very good response to the drama appreciation module, with a percentage of 86.25%. In accordance with the percentage obtained, it can be said that the modules developed have been practical and ready to be tested in large groups.

3. Implementation of Large Group Test

The trial was carried out for large groups of 20 students of class VI.a STKIP-PGRI Lubuklinggau. This large group trial aims to determine the validity and effectiveness of the drama appreciation module. The large group trial was conducted once, the author briefly explained the material using the drama appreciation module, and then the students did the exercises in the drama appreciation module. The large group trial was conducted on May 2019. Students worked on individual practice assignments. The results of the research conducted on the Indonesian language and literature education study program were 6 people who scored very well with a score of 80-100, the percentage was 30%, 9 people scored 66-79 in the good category and the percentage was 45%, the number of students who only one person scored enough with a score of 58 or only 5%, and students who scored less were 4 people with a value range of 46-55 or 20%.

Table 9 <Percentage of Large Group Questionnaire>

Kategori Skor	Rentang Skor	Persentase (%)
Sangat Baik	65 – 80	81,25 100
Baik	50 – 64	62,5 – 81
Cukup	35 – 49	43,75 - 62
Kurang	20 – 34	25- 43

Percentage = (average score)/(maximum score) = $68/80 \times 100\% = 85\%$

Based on the large group trial consisting of 20 students, it can be concluded that the student responses are categorized as good with a percentage of 85%. This means that the Drama Appreciation module has been practically used in the learning process.

Discussion

Research and development or R&D is research that produces a product. The product resulting from this research is a drama appreciation module. The author describes the results and discussion of the

development of the drama appreciation module, which consists of four parts, namely: The validity of the Drama Appreciation module is evaluated by design, linguistic and material experts. The assessment is made in the form of a questionnaire, and the results of the evaluation become the standard for determining the feasibility of using the developed drama appreciation module. If the drama appreciation module is said to be valid by a validity expert, it means that the Drama Appreciation module can be used, if it is not valid, of course, the author needs to make improvements so that the expert judges the Drama Appreciation module as feasible to use.

Based on the analysis and calculation of the questionnaire scores from design experts, the Drama Appreciation module is classified as very good with a percentage of 87.5%. The Drama Appreciation Module that has been validated can be said to be feasible or valid to use. The Drama Appreciation Module is practical to use based on this percentage. The author revised the Drama Appreciation module according to the suggestions given by the design validator. Furthermore, the results of the analysis and calculationsThe results of the questionnaire from the linguistic validation of the Drama Appreciation module included 77%, in the good category, which means that the Drama Appreciation module was considered valid. The Drama Appreciation Module is practical to use based on this percentage. The author also revises according to the suggestions given by linguists. Then the analysis and calculation of the questionnaire from the validation of the material. The material in the Drama Appreciation module that was developed is said to be very good with a percentage of 86.36% calculation results, meaning that the Drama Appreciation module can be used because it is valid. Drama Appreciation was revised according to the suggestions given by the material validator. The overall results of the validation are 81.25%, the Drama Appreciation module based on the results of all validations is valid and practical. The test results of the Drama Appreciation module as many as 6 people got very good scores with a score of 80-100, a percentage was 30%, 9 people scored 66-79 in the good category and the percentage was 45%, the number of students who scored enough was only one. people with a score of 58 or only 5%, and students who get fewer marks as many as 4 people with a value range of 46-55 or 20%.

Conclusion

Based on the results of the research activities, it can be concluded that the results of the analysis and calculation of the questionnaire from the Drama Appreciation module design experts are in the very good category with a percentage of 87.5%, linguistic validation of 77%, in the good category, and material validation by 83.36% with the category very good. The overall validation result is 81.25%, based on this percentage range the Drama Appreciation module is valid and practical.

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