

Development of an Android-Based Interactive Learning Application (PIBA APDRA) on Drama Appreciation Material for Students of the Indonesian Language Education Study Program

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Abstrak

The purpose of this study is to determine the feasibility of Android-based learning media for drama appreciation materials for students of the Indonesian Language Education Study Program. The development method used is the ADDIE model. However, this research was limited to the Development stage. Based on the assessment results from three validators, the average score obtained was 74%. This indicates that the Android-based learning media for drama appreciation is categorized as feasible for use. The results were obtained from three validators: the material validator (70%), the media validator (75%), and the language validator (79%).

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1. INTRODUCTION

The Indonesian Internet Service Providers Association (APJII) announced that the number of Indonesian internet users in 2024 will reach 221,563,479 out of a total population of 278,696,200 in 2023. According to the 2024 Indonesian Internet Penetration Survey released by the Indonesian Association of Indonesian Journalists (APJII), Indonesia's internet penetration rate reached 79.5%. Compared to the previous period, this represents a 1.4% increase. In terms of age, the majority of internet users are Gen Z (born 1997-2012), representing 34.40%. Millennials (born 1981-1996) make up 30.62%.

Based on the data above, the highest internet use is among Gen Z, those born between 1997 and 2012 (34.40%). If used properly, for example, to access lecture materials, access scholar, or find materials to support their studies, it can be extremely beneficial. However, in reality, many students use their devices to play TikTok, create content, or engage in other, less beneficial activities.

Engaging learning media will boost students' motivation to learn. Ristwawati (in Firmadani, 2020) also stated that the use of learning media significantly increases motivation because it offers innovation and diversity in the presentation of material. Furthermore, research conducted by Pratomo Aji Susilo (in Firmadani, 2014) found that learning media can improve learning outcomes. The benefit of media in the learning process is that it facilitates interaction between teachers and students, making learning more effective and efficient.

Based on the description above, the researcher took the initiative to develop an interactive android-based learning application learning media (PIBA APDRA) on drama appreciation material for students of the Indonesian Language Education Study Program.

The formulation of this research is whether the development of an interactive learning application (PIBA APDRA) based on Android on drama appreciation material for students of the Indonesian Language Education Study Program is feasible to use?

The aim of developing this learning media is (1) to develop and produce an interactive learning application (PIBA APDRA) based on Android on drama appreciation material for students of the Indonesian Language Education Study Program, (2) to determine the feasibility of the interactive learning application (PIBA APDRA) based on Android on drama appreciation material for students of the Indonesian Language Education Study Program.

Relevant research used as a literature review in this media development consists of two categories. Studies on Android-based application development include those by Putra (2009), Adesti (2020), Khaira (2020), Aslami (2021), and Kurnia (2023). Studies on drama material include those by Fatimah et al. (2021) and Amelia et al. (2023). Their research indicates that Android-based learning media is suitable for use. The differences lie in the media used to develop the application and the material presented.

1. METHOD

The research conducted falls within the R&D research field. The model design and development procedures refer to four stages, namely ADDIE (*Analysis, Design, Development/development, implementation, evaluation*). However, this study only reached the development stage. The resulting media is an Android-based learning application for drama appreciation. This research was conducted over five months, from March to July 2025 at Peradaban University. The subjects of the development research included media experts, material experts, and students.

The application learning media development method (PIBA APDRA) uses development of ADDIE. The development stage is carried out as in Figure 1.



Data collection methods in this study included observation, interviews, and questionnaires. The instruments used for data collection included a questionnaire validated by experts and student responses. Data analysis in this study included qualitative and quantitative techniques. The collected data will be calculated and presented as a percentage using an appropriate formula.

The calculation of the percentage (%) of the data obtained is done using the formula

$$And = \frac{Tsa}{TSh} \times 100\%$$

Information:

And : Validation score percentage

TSs : Total score obtained

TSh : The highest possible total score obtained

The assessment to determine product validity uses the following criteria.

Table 1.Product Data Validity

Score	Information
$85.00\% < And \leq 100.00\%$	Very Valid
$70.00\% < And \leq 85.00\%$	Valid
$50.00\% < Va \leq 70.00\%$	Not enough
$01.00\% < Va \leq 50.00\%$	Invalid

Source: Akbar (in Wati, 2014)

2. RESULTS AND DISCUSSION

This research resulted in a product in the form of application-based learning media for drama appreciation. The application development stages began with analysis, design, and implementation. *Development/development*, implementation, and evaluation. However, the research conducted on the ADDIE model development only reached the Development stage, which was limited to developing and producing a valid application for implementation based on the validator's assessment.

Level of analysis, in the analysis stage, the main activity is analyzing the subject and identifying the resources needed to complete the media development process. This stage is divided into two parts: conducting a needs analysis and assessing student characteristics. The needs analysis obtained data from the learning process that was implemented, which was still limited to delivering material through slides. The needs analysis was conducted with the aim of understanding student profiles including cognitive, emotional, and psychomotor aspects. At this stage, the researcher observed students regarding the ongoing learning process. The results of this activity showed that students did not know how to appreciate drama. The purpose of this activity was to determine the learning objectives to be achieved and assess changes in student behavior after attending the class.

Design stage is the planning stage for the application. At this stage, the components to be included in the application are compiled, including the predetermined product design, namely Android-based learning media for drama appreciation materials. The creation of this learning media was carried out by the researcher and his team, involving various parties in the development process. Several steps taken by the researcher included creating sketch designs arranged in each menu column. The researcher used several photos related to drama activities, videos, and navigation buttons such as the main menu, learning outcomes, starting questions, materials, assignments, and attendance lists.

Development stage is the stage of presenting Android-based learning media that can be accessed by anyone and anywhere. The development stage begins with creating an application name. Next, researchers customize the required menus, such as the main menu, learning outcomes, starting questions, materials, assignments, bibliography, and attendance list. Researchers also customize the application content with materials such as the definition of drama appreciation, direct and indirect drama appreciation. Furthermore, this stage also includes testing to evaluate the feasibility of the media that has been created by involving validators consisting of media experts, linguists, and material experts. The media's appearance can be seen in the following image.



Figure 2. Main Menu Display in the Application

The development stage is the validation stage of the product being produced. The validation conducted in this study is a constructive validation that aims to assess the extent to which the equipment and products used are suitable for use. Constructive review takes into account the opinions of experts such as material experts, linguists, and media experts. Verification of the material in this study was carried out by lecturers in the Drama Appreciation Course of the Indonesian Language Research and Education Program, Peradaban University. The researcher's activities consisted of consulting with experts regarding the initial design of the product. This includes an overview of the media or learning materials, including content structure, analysis of material and concept mapping, and analysis of learning objectives that will be included in the learning outcomes according to the learning development procedure.

The creation of educational material content is based on the results of the curriculum analysis. This is done to obtain evaluation and feedback, as well as to obtain approval for the draft as an initial product to be edited, adapted to the theme of the material to be produced, and verified by experts.

The initial validation results from the material experts contained several notes, namely the material related to drama appreciation should be strengthened again, the need to add local-content scripts, the existence of drama criticism theories. Evaluation from media experts included menu display, color degradation, and ease of installation of the application. Then, researchers made improvements according to input from the validators. Based on the final validation results from the material experts, it was assessed that the application-based learning media was declared suitable for use in drama appreciation learning with an average score of 71%.

Table 1. Results of Material Expert Validation

No	Aspect	Number of Assessment Items	Maximum Score Total	Total Score Obtained	Rerata (%)
1	Learning Design	3	12	9	75%
2	Content	4	16	10	68%
Total score		7	28	19	70%

Based on the results obtained from material experts, viewed from the average score obtained, namely 70%, the application-based media... eligible for use.

Next, language validation was conducted by lecturers at Indonesian Language Education at Peradaban University. Based on the assessment results, improvements were made. Based on the final validation results from language experts, the application-based learning media was deemed suitable. declared suitable for use in drama appreciation learning with a percentage value of 79%.

Table 2. Results of Validation by Linguists

No	Aspect	Number of Assessment Items	Maximum Score Total	Total Score Obtained	Rerata (%)
1	Correct spelling according to prevailing spelling (EYD)	1	4	3	75%
2	Clarity of editorial and ease of understanding	1	4	3	75%

3	The appropriate use of examples, non-examples, analogies, and the like.	1	4	3	75%
4	Communicativeness of the use of language style	1	4	3	75%
5	Suitability of language style to the target (audience).	1	4	3	75%
6	Readability (editorial errors, punctuation, etc.).	1	4	4	100%
Total score		6	24	19	79%

Based on the results obtained from language experts, viewed from the average score obtained, namely 79%, application-based media... eligible for use.

Media validation was conducted by an Information Systems lecturer. The first step the researcher took was to provide suggestions regarding the application-based learning media that would be used for teaching the Drama Appreciation course. After receiving the revisions, the researcher made several changes. In the next stage, the researcher will provide suggestions regarding the application-based learning media. The validator's notes include the need for an attractive menu icon, ease of installing the application, the navigation in the application needs to be synchronized with the selected display, as well as the addition of additional features. At this stage, the researcher increased the product quality three times, and finally the product was declared suitable for study at 75%.

Table 3. Media Expert Validation Results

No	Aspect	Number of Assessment Items	Maximum Score Total	Total Score Obtained	Rerata (%)
1	Software engineering	7	28	21	75%
2	Visual Communication	9	36	27	75%
Total score		16	64	48	75%

Based on the results obtained from media experts, viewed from the average score obtained, namely 75%, application-based media is suitable for use.

Based on the verification results presented by several experts, it appears that the application-based learning media material is worthy of development with the aim of improving the quality of Indonesian language learning, particularly in drama courses. The development of this learning media went through consultation with experts, followed by revision and validation. The validation results conducted by three experts showed that valid media were used in learning preparation, with a total percentage of 74%. This indicates that application-based learning media are worth testing.

Table 4 Combined Validator Results

No.	Validator	Score acquisition	Maximum Score	Average Percentage (%)
1.	Subject Matter Expert	19	28	70%
2.	Linguist	19	24	79%
3.	Members of the Media	48	64	75%
4.	Combined Validator	86	116	74%
Quality		Valid		

3. CONCLUSION

Based on the research conducted, it was found that application-based learning media for drama appreciation is feasible and valid for use. This is based on the validation results of the material with a percentage value of 70%, media experts 75%, and language experts 79%, with an average result of 74%. This indicates that application-based learning media is feasible for use in teaching the Drama Appreciation course.

4. SUGGESTION

As for the suggestions regarding the results of the development of application-based learning media, they can be used as a reference for further media development so that learning media can be developed that can be accessed and downloaded by students through *Play Store*.

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