Development of Teaching Materials Containing Local Wisdom in Drama Appreciation Material

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Abstract

The aim of this study is to determine the feasibility of using a learning media containing local wisdom for drama appreciation material for students of the Indonesian Language Education Study Program. The development of the web-based learning medium uses the ADDIE development model. The implementation of this research is limited to the Development stage. Based on the assessment by three validators, the average score obtained was 79%. This indicates that the learning medium, which incorporates local wisdom in drama appreciation materials, is considered feasible for use. This is based on the assessments from three validators: a content validator (71%), a media validator (75%), and a language validator (92%).

Keywords: Teaching Materials, Website, Drama Appreciation.

INTRODUCTION

The era of industrial revolution 4.0 requires students and lecturers to play an active role in developing or using IT-based learning. Many students do not use technology efficiently, they prioritize their social media needs, use their devices to play games continuously, and are busy stalking social media. Of course this will affect student achievement.

The Indonesian Internet Service Providers Association (2019) stated that there are research results regarding the prevalence and behavior of internet users in Indonesia.

Based on survey results, the number of internet users in Indonesia has increased to reach 143.26 million people out of Indonesia's total population of 262 million people.

This means that 54.68% of Indonesia's population is exposed to the internet. The publication of APJII's findings (2017) also provides further important information.

First, the internet penetration rate is higher among young people than among elderly people. Based on data, the internet penetration rate reached 75.50% in the 13–18-year age group and 74.23% in the 19–34-year age group. Furthermore, if we look at the devices used, the majority of the population (83.44%) use personal devices (smartphones and tablets) to access the internet compared to using computers/laptops and other devices.

Two pieces of information from the APJII survey (2017) show the level of gadget use among the younger generation (usually students). Active use of mobile devices has a positive impact on learning outcomes.

Positive use of gadgets will certainly have an impact on student learning outcomes, if they are directed to more positive activities. For example, writing a work is then uploaded on the website, videos of drama performances can be uploaded to YouTube which is connected to the website, and searching for material available on the website, as well as many other positive activities.

Wahid (2020) states that drama is a literary work that reveals a story through the dialogues of the characters. Understanding drama, almost more than 50% of students do not know the history of drama, playwrights, and the building blocks of drama. As stated by Aminuddin (2013: 36), the activity of reading or enjoying literary creations in the form of text or performance directly is a stage of appreciation.

The drama appreciation course is in the second semester, for this reason, teaching materials are needed that can be accessed very easily by students, namely website-based teaching materials. All students can access it just by connecting to the internet network. Interesting learning media will create learning motivation in students. Darusalam (in Setyadi, 2017) also stated that the use of web-based learning media can reduce a static atmosphere and can create a

learning process that is effective, interesting, interactive and can generate learning motivation.

Understanding drama, almost more than 50% of students do not know the history of drama, playwrights, and the building blocks of drama. For this reason, teaching materials are needed that can be accessed very easily by students, namely website-based teaching materials. All students can access it just by connecting to the internet network. Interesting learning media will create learning motivation in students. Gagne and Briggs (in Arsyad, 2011: 4) implicitly say that learning media includes tools that are physically used to convey the content of teaching material, which consists of, among other things, books, tape recorders, cassettes, video cameras, films, slides (picture frames). , photos, images, graphics, television, and computers. Darusalam (in Setyadi, 2017) also stated that the use of web-based learning media can reduce a static atmosphere and can create a learning process that is effective, interesting, interactive and can generate learning motivation.

Relevant research used as a literature review in web-based media development includes: Aditya (2018), Zahir (2019), Prasetyo et al (2020), Utami et al (2020), and Safira (2021). The research they conducted showed that web-based learning media is suitable for use. The difference is that the material presented is different from the development research carried out by researchers.

Based on the problems above, the aims of this research are 1) to develop a website that contains local wisdom in drama material for Indonesian language study program students, and 2) to determine the feasibility of website-based teaching materials which incorporate local wisdom into drama material.

METHOD

The research carried out is included in R&D research. The model design and development procedures refer to four stages, namely *define, design, development,* and *dissemination*. The teaching materials produced in this research are teaching materials based on a local wisdom *website* on drama appreciation material. The research was carried out for five months starting from March to July 2024 at the University of

Peradaban. Subjects in development research include media experts, material experts, and students. The research object is teaching materials based on a local wisdom *website* on drama appreciation material.

Methods for developing teaching materials based on *websites* using development *ADDIE*. The development stage is carried out as in Figure 1.

Figure 1. Development of ADDIE

The data collection methods applied in this research include observation, interviews, and the use of questionnaires. The instruments used for data collection include questionnaires validated by experts and response questionnaires from students. Data analysis in this research includes qualitative and quantitative techniques. The collected data will be calculated and presented in percentage form using the appropriate formula.

Calculation of the percentage (%) of the data obtained was carried out using the formula

$$Validity\ Level = \frac{Total\ score\ obtained}{Maximum\ total\ score} \times 100$$

The assessment is to determine product validity using the following criteria.

Table 1. Validity of Product Data

Score	Information
90%—100%	Very Valid
70%—89%	Valid
50%—69%	Enough
30%—49%	Less Valid
20%—29%	Very Invalid

Riduwan (2014)

RESULTS AND DISCUSSION

This research produces products in the form of teaching materials based on local wisdom *websites* on drama appreciation material. The stages of developing teaching materials starting from the analysis, design, *development*/development, implementation, and evaluation. However, the research carried out to develop the ADDIE model only reached the

Development stage, which was limited to developing and producing valid teaching materials to be implemented based on the validator's assessment.

At the analysis stage, the main activity is to analyze the subject and identify the resources required to complete the media development process. This stage is divided into three parts, namely conducting a needs analysis, reviewing the curriculum, and assessing student characteristics. The needs analysis obtained data on the learning process carried out which was still limited to delivering material via slides. Needs analysis is carried out with the aim of understanding student profiles including cognitive, emotional and psychomotor aspects. At this stage the researcher made observations to students about the ongoing learning process. The results of this activity were that 50% of students did not know the difference between theater and drama. Apart from that, researchers also carried out curriculum analysis. Curriculum analysis is carried out by developing learning objectives and materials relevant to teaching drama for students by considering their needs. The purpose of this activity is to determine the learning objectives to be achieved and assess changes in student behavior after attending class. This analysis reveals several learning objectives, including teaching students the ability to understand, explain and evaluate drama scripts.

The design stage is the stage of making plans regarding teaching materials. At this stage, the parts that will be included in the teaching materials are prepared, including the design or design of the product that has been determined, namely website-based teaching materials with local wisdom content for drama appreciation material. The creation of this learning media was carried out by the researcher and his team by involving various parties in the preparation process. Several steps taken by the researchers included creating sketch designs for the images arranged in each menu column. Researchers used several layers related to drama activities, videos, and navigation buttons such as the main page menu, materials, sharing space, and important information.

The development stage is the stage of presenting Drama Appreciation teaching materials in the form of a website that can be accessed by anyone and anywhere. The development stage begins with creating a domain name that will be used and then creating a website that has been designed. Next, the researchers adjusted the contents of the website with materials such as the meaning of theater and drama, the benefits of drama, and so on. Apart from that, this stage also includes testing to evaluate the suitability of the media that has been created by involving validators consisting of media experts, language experts and material experts. In appearance, the media can be seen in the following image. Top of Form
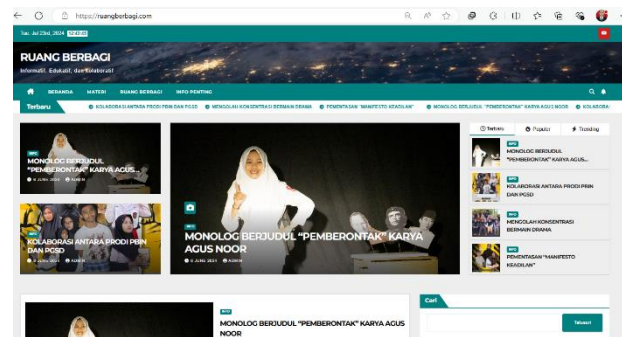

Figure 2. Website appearance

The development stage is the validation stage for the product being produced. The validation carried out in this research is a constructive validation which aims to assess the extent to which the equipment and products used are suitable for use. The constructive review takes into account the opinions of experts such as material experts, language experts and media experts. Verification of the material in this research was carried out by lecturers in the Drama Appreciation Course, Indonesian Language Research and Education Program, Peradavan University. Research activities consist of consulting with experts regarding the initial design of the product. This includes a general description of teaching materials or learning materials, including content structure, material and concept mapping analysis, as well as analysis of learning objectives which will be outlined in learning outcomes according to learning development procedures.

The creation of educational material content refers to the results of the curriculum analysis carried out. This is done to obtain evaluation and

input, as well as to obtain approval for the draft as an initial product to be edited, adjusted to the theme of the material to be produced, and verified by experts.

The results of the initial validation from material experts contained several notes, namely that material related to drama was strengthened again, the script needed to be strengthened in value, message and benefits, the plot of the story was strengthened, folklore in accordance with cultural mythology was strengthened again or according to tradition, and the script needed to be strengthened in character. figure. Evaluation from material experts includes aspects of material suitability, accuracy, presentation method, novelty, and efforts to arouse interest. Then, the researcher made improvements according to input from the validator. Based on the final validation results from material experts, it was assessed that the teaching materials were based on a website declared suitable for use in drama appreciation learning with an average percentage score of 71%.

Table 1 Material Expert Validation Results

No	Aspect	Number of Assessment Items	Maximum Total Score	Total Score Acquired	Average (%)
1	Learning Design	3	12	9	75%
2	Material/Content	4	16	11	69%
	Total score	7	28	20	71%

Based on the results obtained from material experts, in terms of the average score obtained, namely 71%, the website based mediaruangberbagi.com is suitable for use.

Furthermore, language validation was carried out by the Indonesian Language Education lecturer at Peradaban University, namely Casim, M.Pd. Based on the results of the assessment, improvements were made. Based on the final validation results from language experts, it was assessed that the teaching materials were based on a website declared very suitable for use in drama appreciation learning with a percentage score of 92%.

Table 2 Linguist Expert Validation Results

No	Aspect	Number of Assessment Items	Maximum Total Score	Total Score Acquired	Average (%)
1	Spelling correctness according to the applicable spelling (EYD)	1	4	4	100%
2	Editorial clarity and ease of understanding	1	4	3	75%
3	Correct use of examples, non-examples, analogies, and the like.	1	4	4	100%
4	Communicativeness of the use of language style	1	4	4	100%
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	22	92%

Based on the results obtained from linguists, in terms of the average score obtained, namely 92%, the website based mediaruangberbagi.com is very suitable for use.

Media validation is carried out by the Information Systems Lecturer. The first stage carried out by researchers was to provide suggestions regarding the Ruangberbagi.com teaching materials that would be used for learning to watch dramas. After receiving the revision, the researcher made several changes. In the next stage the researcher will provide suggestions regarding teaching materials that are already available in the form of websites. Notes from validators include the need for additional dashboards, such as featured articles and featured content, as well as the need to configure the mobile version more optimally.

At this stage the researchers improved the quality of the product three times, and finally the

product was declared suitable for study at a level of 75%.

Table 3 Media Expert Validation Results

No	Aspect	Number of Assessment Items	Maximum Total Score	Total Score Acquired	Average (%)
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, in terms of the average score obtained, namely 75%, the website based mediaruangberbagi.com is suitable for use.

Based on the presentation of the verification results of several experts, it can be seen that the teaching materials are based on website developed with the aim of improving the quality of Indonesian language learning, especially in drama courses. The creation of this teaching material went through a consultation stage with experts, followed by revision and validation.

The results of validation carried out by three experts showed that valid teaching materials were used in learning preparation, with a total percentage of 79%. This shows that teaching materials are based *websites* worth testing.

Table.4 Combined Validator Results

No.	Validator	Empirical Score	Maximum Score	Average Percentage (%)
1.	Validator 1	20	28	71%
2.	Validator 2	48	64	75%
3.	Validator 3	22	24	92%
4.	Combined Validator	90	116	79%
Quality		Valid		

CONCLUSION

Based on the results of the research that has been carried out, the results obtained show that the teaching materials contain a local wisdom *website* on drama appreciation material that is suitable and valid to use. This is based on the results of material validation with a percentage value of 71%, media experts 75%, language experts 92% with an average result of 79%. This shows that this teaching material is suitable for use in learning drama appreciation. Using this teaching material makes it easier to learn drama appreciation material. Apart from explaining how to use the material, *the website* also contains examples of drama scripts based on folklore to make it easier for students and teachers to understand and practice them.

SUGGESTION

As for suggestions regarding the results of media development *website ruangberbagi*.com that is, it can be used as a reference for further media development so that you can develop teaching materials not only on one material, but all materials can be included on the website, making it easier for lecturers and students to find references.

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