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Development of A Drama Learning Guide For Class XI High School Students

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Abstract

This research aims to develop a drama learning guide that suits the needs of class XI high school students. The research method used is the research and development (R&D) method following the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model. The analysis stage was carried out to identify student needs and characteristics of drama learning in high school. Next, a drama learning guide was designed according to the analysis findings, and drama learning materials were developed taking into account the principles of effective teaching. Implementation of the guide was carried out in class XI Senior High School, and an evaluation was carried out to evaluate the effectiveness of the drama learning guide. It is hoped that the results of this research can contribute to improving the quality of drama learning in high school and provide useful guidelines for teachers in designing interesting and effective drama lessons.

Keywords: Development Guide Learning Drama; Drama Content; Class XI High School

INTRODUCTION

Indonesian language learning in Senior High Schools, including listening skills, speaking skills, reading skills and writing skills, is currently still largely structurally based (Suryani, 20203). Currently there are various practical problems in the learning process in the classroom which always hinder the success of Indonesian language learning, among which is that the interaction patterns that occur in Indonesian language learning in the classroom still tend to be one-way. The teacher's position is more dominant in the Indonesian language learning process (Sajidah et al, 2023). Apart from that, the method used does not involve students in the actual learning process where students experience their own learning (Sarasati, 2020). One of the competency standards in Indonesian language subjects in class XI Senior High School odd semester is playing characters in drama performances.

Indonesian language learning in high schools, including listening skills, speaking skills, reading skills and writing skills, is currently still largely structurally based (Salsabila et al, 2023). Currently there are various practical problems in the learning process in the classroom which always hinder the success of Indonesian language learning, among which is that the interaction patterns that occur in Indonesian language learning in the classroom still tend to be one-way (Fitriani & Arni, 2023). The teacher's position is more dominant in the Indonesian language learning process. Apart from that, the method used does not involve students in the actual learning process where students experience their own learning (Anna, 2016).

The objectives of learning this drama material are: 1) students can read and understand the

drama text that will be acted out; 2) students can convey dialogue accompanied by movements and expressions according to the character's character; 3) students can discuss their friends' dialogue delivery; 4) students can appreciate the character of the character they are playing; 5) students can express behavior and dialogue conveyed by friends (Hardi et al, 2023). Drama is a learning material that requires quite a long time in the process of achieving competency, so it will be an obstacle for teaching staff and students in achieving drama learning goals if there is no learning model that is able to help achieve this competency effectively and efficiently (Satinem & Juwati, 2017).

Drama can actually be studied at any time, anytime and anywhere. The limited drama learning hours in Indonesian language lessons, four hours per week or 4x45 minutes with material where the level of difficulty in understanding drama learning theories is quite high, requires additional time outside of class hours other than that set by the school (Arafah et al, 2022). However, with appropriate learning procedures, it will be able to help achieve the expected competencies and in accordance with the time provided in the existing learning program (Hendriyani, 2023). Regarding the development of a drama learning guide for class also considering the continuity of this drama learning material in the competency standards and basic competencies for semester 2 class XI as well as in class XII, a drama lesson will be developed that can implement drama learning itself. Developing a drama learning guide for class (Norsanty & Chairani, 2016). Simulation is a learning method that aims to activate abilities. In this drama lesson, it is deliberately controlled in such a way as to make an analogy of an event.

This research is in line with research conducted by Huda et al, (2015) which states that drama theory learning in schools only focuses on understanding the elements of drama, but not on maximizing drama performances. Drama performances that are less than optimal arise due to the lack of use of learning media in learning drama performances (Handayani et al, 2020). The novelty of the research conducted by researchers is that it enriches teaching methods by providing a structured and easily accessible framework, allowing the use of various dramatization techniques that can increase students' creativity, expression and communication skills (Rahmadani & Andriany, 2022). Apart from that, this guide can also provide inspiration for the development of a curriculum that is more inclusive and oriented towards a comprehensive learning experience in the field of performing arts in high schools (Noermanzah, 2012).

Based on the characteristics of learning drama using this simulation method, learning Indonesian for drama material is considered very appropriate if it is assisted by a learning method such as the simulation method in achieving competence. With several stages of using the simulation method in drama learning, this was developed so that the goals of drama learning can be achieved well, and the components of drama learning are in accordance with the needs of drama learning. Learning drama using the simulation method can be explained in the process by which students will directly act out events in a drama. This research aims to develop a drama learning guide that suits the needs of class XI high school students.

RESEARCH METHODS
Research Design

Development research method This class XI high school drama learning guide is included in development research (Research and Development) using the ADDIE development model. The ADDIE model consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. The Analysis Phase is carried out to identify problems and needs, while the Design Phase focuses on planning solutions and learning strategies. The Development Phase involves creating appropriate learning materials and content. In the Implementation Stage, the material is applied in real situations. Finally, the Evaluation Phase is used to evaluate the effectiveness of the program and make improvements if necessary. The ADDIE method provides a powerful framework for developing effective and efficient learning programs.

Research Target/Subject

This research will take research subjects from teachers and students of class XI Senior High School 1 Model Muaro Jambi. The subject of this research will be the focus in developing a drama learning guide which aims to improve the quality of drama learning in the school. By involving teachers as teachers and students as recipients of learning, this research will evaluate the effectiveness of these guidelines in improving students' understanding and skills in the arts of drama, as well as providing useful guidelines for teachers in designing interesting and effective learning in the context of class XI high school. Meanwhile, the data in this research is verbal data in the form of observation data, interview data and questionnaire data.

Research Procedure

The procedure for developing a drama learning guide for class XI high school students refers to the ADDIE development procedure steps, which consist of five development stages, namely: Analysis, Design, Development, Implementation, Evaluation. At the development stage, testing of the product being developed is intended to obtain complete data that can be used as material for revising the resulting drama learning guide product for class XI high school students. Steps for testing the drama learning product being developed include: 1) Preparing the drama learning guide product design at this stage based on the study of various theories and previous research results that have been presented previously; 2) Expert validation which includes: a) experts in design; b) expert in the material; c) Indonesian language practitioners (teachers); and d) users of teaching materials, in this case represented by the school principal as a representative of the school management and high school teachers; 3) Field trials, carried out on class XI Senior High School students, used as research subjects were teachers and students of class.

Instruments, and Data Collection Techniques

The data sources in this research are observation activities, resource interviews and questionnaires, with data collection techniques in developing a drama learning guide for class XI high school students including observation, interviews and questionnaires. Observations will be used to gain an in-depth understanding of drama learning practices in class XI Senior High School, while interviews with resource persons will provide direct views and input from drama teachers or arts education experts. The use of a questionnaire will involve students as respondents to obtain their views on the effectiveness of the drama learning guide being developed. It is hoped that this comprehensive data collection technique can provide rich and in-depth information to support the development of drama learning guides that are relevant and useful for class XI high school students.

Data analysis technique

The data analysis technique in this research is carried out through direct interpretation of the application of drama learning products in class XI Senior High School descriptively which begins with data collection and at the same time the researcher also analyzes the data that has been collected. From this analysis, research conclusions are then drawn up. Qualitative data can be compiled and processed directly to draw research conclusions and researchers do not need to process the data through mathematical calculations because the data already has meaning as it is.

RESULTS AND DISCUSSION

The series of drama learning development guide activities for class Data from the results of the needs analysis carried out by researchers in developing drama learning products for class This is because drama learning is a learning that has a difficult level of understanding, coupled with the absence of learning resources or media that support drama learning (Ariska et al, 2022). Teachers only use what learning resources are available at school, without developers trying to create drama learning guides that are developed based on students' needs, and students only get drama lessons from what the teacher teaches and based on what students know about previous drama lessons.

The results of interviews with Indonesian language subject teachers at Senior High School 1 Muaro Jambi showed that in drama learning activities, Indonesian language subject teachers did not use a guide in learning drama in class. Only occasionally do they use learning resources that are considered appropriate and support the ongoing drama learning process. Indonesian language teachers in drama learning activities provide an understanding of students' psychomotor supporting theories by providing explanations or steps about drama, making maximum use of learning resources available in the Senior High School 1 Muaro Jambi environment to help facilitate students' understanding of the learning taking place. Indonesian is highly expected and there is a great need for a learning resource for learning drama with appropriate methods to help facilitate the drama learning process in class XI Senior High School Muaro Jambi.

Table 1. Expert validation results

Expert validation	Percentage	Category
Learning design	73,4%	Good
Material expert	100%	Very good

The results of the Learning Design Expert trial showed that the development of drama learning guide products for class XI in terms of design was 73.4%. This figure is checked against the qualification table and has been determined to be at a good level in general and can be tested on students. Meanwhile, the results of testing with Learning Material Experts on Development Products, showed that the material developed in this drama lesson as a whole was good, based on the results of the material expert's responses, the percentage of feasibility in terms of material was obtained, namely 100% feasible. If this figure is compared with the qualification table, it has been determined to be at a very good level, and it is recommended to standardize the font type in the drama learning guidebooks being developed.

Based on the comments and suggestions resulting from the learning design experts' responses to the development product, revisions were made to the product. Suggestions from learning design experts are accepted as long as the suggestions do not conflict with development objectives and procedures. Because in this design expert testing activity there are no suggestions for product improvement, there is no need for revisions (Haslinda, 2017). Meanwhile, no revisions were carried out in the content expert testing activity because there were no suggestions and input where the content expert had determined a good model to apply to drama learning.

Apart from that, in this activity no revisions were made to the product because there were no suggestions and input where overall the Head of Senior High School 1 Muaro Jambi stated that the product was good for use as a drama learning medium. Revision of small field test response products in field test activities by small groups, there were no suggestions from users regarding this development product, so researchers did not need to make revisions (Tarigan et al, 2019). Likewise, there were no suggestions from users regarding this product development in the large group field test response product revision, so there was no need for revision. This proves that the drama learning guide product for class XI high school students is effective and meets the needs of class XI students at Senior High School 1 Muaro Jambi.

The development of a drama learning guide for class XI high school students has enormous importance in the educational context. This guide can be an effective instrument in improving students' critical thinking, self-expression, collaboration and problem solving skills (Ibda, 2019). Through structured and directed drama learning, students can develop social sensitivity, empathy and creativity, which are important competencies in facing the challenges of the modern world (Murti & Muhtadin, 2019). In addition, drama study guides can also enrich students' learning experiences, providing space for exploration of their own culture, history and identity and encouraging a deeper understanding of the work of art as a whole (Karuku, 2023). Thus, the development of drama learning guides not only has an impact on the quality of education, but also helps shape strong character and personality for the younger generation (Daniastuti & Haryadi, 2017).

The description of the study of the trial results for developing drama learning products shows that this class XI drama learning guide product is suitable for application in class XI at Senior High School 1 Muaro Jambi. Even though this product has been proven to be a good alternative for solving drama learning problems in class Muaro Jambi, the use of this class XI drama learning guide product can be adapted to different drama scenarios, without changing the syntax of the product that has been developed.

So that the quality of learning in high school can improve, there are still many aspects that can be developed. The following are several things that can be suggested for further product development, such as: a) developing learning products for other learning activities such as discussion learning; b) developing drama learning using development design models from other experts, so that differences in development procedures can be seen for the purpose of producing better products; c) This development for drama learning has been equipped with a class (Irawati & Elmubarok, 2014). This research is in line with research conducted by Kastiyawa et al, (2017) which states that good media will also activate students in providing responses, feedback, and also encourage students to carry out practices correctly (Nugroho et al, 2020).

The implications of this research are very diverse and have the potential to have a significant positive impact in the context of performing arts education in high schools (Utami & Mustadi, 2017). First, the drama learning guide that has been developed can improve the quality of learning by providing clear and structured guidelines for teachers in designing and implementing more varied and interesting learning activities (Lazuardi & Nugroho, 2019). Second, the use of this guide can encourage students' active participation in performing arts activities, enrich their learning experience and help develop social, communication and creativity skills (Jannah & Fuad, 2016). Apart from that, this guide can also be a basis for further research in developing innovative and effective learning methods in the realm of performing arts at the high school level.

Even though it has significant advantages, this research also has several limitations that need to be considered. First, because of the focus on class XI high school students, the generalizability of the research results to lower or higher educational levels may be limited. Second, implementation of drama learning guides may depend on available school resources and infrastructure, so results may vary between schools. In addition, the use of these guidelines may also depend on the teacher's understanding and skills in teaching drama, which may influence the effectiveness of the use of the guidelines (Noermanzah, 2015). Finally, evaluation of drama learning outcomes may require more complex and contextual measurement tools, which can be challenging in holistically measuring student progress in performing arts skills.

CONCLUSION

From the results of field tests, either through questionnaires or direct observation, it shows that the product has met the needs of users, in this case Indonesian language teachers and students of Senior High School 1 Muaro Jambi class XI. Revisions continue to be made throughout this development activity until the final stage, namely field testing on large groups. From all stages of the development of drama learning, starting from the design stage to product use, it can be concluded as follows: 1) the development of the drama learning guide for class XI Senior High School was carried out using the design stages of developing The ADDIE Model; 2) this drama learning guide product developed is effective for learning drama in class XI high school, this can be seen from the scores obtained in each expert test and field test activity; 3) developing a drama learning guide product for class XI Senior High School in accordance with development requirements and procedures; 4) use of this drama development product, assisted by a drama learning guide book for class XI high school; 5) the drama learning guide product was developed suitable for class XI high school students.

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