

# Lecturers' and Students' Perception toward the Importance of Development Multimedia-assisted Drama Appreciation Teaching Materials in College

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**Abstract.** The purpose of this research to describe lecturers' and students' perception toward the importance of development multimedia-assisted drama appreciation teaching materials in college. Teaching materials, all this time, it used to tend more theories and manually so that it could not give the experience contextually to students. Therefore, also through *National Qualifications Framework* (NQF) is stated the way students would have experience with find and learn by themselves. Besides, lecturers also are charged to be more creative and innovative, especially in design learning set, so as to be able to create interesting learn's atmosphere. This is also same with the 4.0 revolution where the lecturers also have to be able design the learning that more contextual. The result of analysis requirement through questionnaire was obtained that it is necessary to develop multimedia-assisted drama appreciation teaching material.

**Keywords:** perception, teaching materials, drama appreciation, multimedia, college, development importance

## 1. Introduction

Drama Appreciation Learning is one of the subject in *Indonesian Language and Literature Education* majors, FKIP Universitas Bung Hatta with a weight of 3 credits. As compulsory subject in that major, students not only equipped by theory about drama as literature work, but also they were given the experience how practice one of the typical drama to be shown in the performing arts. Besides, through this learning then as a prospective teacher, students also have to be able to design teaching materials to be applied in learning at school. So, fit to learning outcomes, through this drama appreciation subject students expected have competence about literary and performing arts as well as drama characteristics that also contain two dimension that are literary and performing arts dimension. However, some studies toward Drama Appreciation learning in the form of *Learning Pogram Design* (LPD) at some majors in Padang, such as: STKIP Padang, Unes Padang, and STKIP YDB Lubuk Alung obtained the information

that lecturers have limited time in teaching this subject because there are things that must be studied literary and performing arts. Then, the learning is considered less effective. In the other side, it also obtained the information from students that the drama appreciation learning all this time not followed by varied media, so that make the learning become unattractive.

As one of literary genre, drama has been taught since elementary school as well as also at college. But in fact, there are still many of problems were found in drama learning. One of them is lack of understanding by teachers or lecturers toward the essence of drama learning itself [5]; [14]; [15]. Besides, the problem of teachers' or also lecturers' creativity in teaching the subject, so that drama learning has not become something interesting for students yet. Drama learning not merely aiming that students become the reliable litterateurs or playwrights, but rather give experiences to appreciate drama [10]; [6]; [1].

The experience of appreciating the drama will lead students to be more interested and positive about the drama. In reality, through the questionnaire given to students, many lecturers did not understand well how to teach drama. Drama is only interpreted as a play that will be difficult to teach in class because of various obstacles. Even though, many ways can be done by lecturers how to make drama learning something fun and even attractive to students because through drama learning many positive things can be conveyed to them. This is in line with the results of research that through drama plays can sometimes appease emotional students.

As innovation in learning, drama learning material can be developed through the use of multimedia, if during this learning process tends to be conventional (lectures, discussions, seminars, and exercises) by directing students solely to things that are theoretical and less touching aspects of drama as a performance art or dramaturgy process. As a result, drama appreciation learning becomes less attractive to students. Therefore, one alternative that can be done by lecturers is to create innovative, creative, and fun learning designs without eliminating pedagogical touches through learning using multimedia. This is following recommendations through Udim & Etim's research [16] so that lecturers conduct a series of training and development skills in the use of these high-tech facilities. Even an educator (in this case; a lecturer) must and need to create his multimedia application as an effective tool in education [3]. When students finish the task of appreciating drama, then proceed with a study on aspects of the dimensions of the performing arts, then by themselves, they can follow up by transferring to a form of performance art. Evaluation of the results of the show can bring up ideas that allow the student's creative process to be more dynamic.

Therefore, lecturers need to convince students by providing stimulus through learning multimedia-based drama. The result of previous research was reinforced through related to learning using multimedia such as Theng & Neo, namely students in Malaysia increased their performance, was more active, and motivated in learning because the lecturers used learning through multimedia by developing interactive learning modules (ILM). Meanwhile, Alshadan, et al. [2] 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.

Learning can be more interesting if the teachers can make creations in their learning. Rodríguez-Bonces research results [13] states that a curriculum that integrates music and drama as a strategy for language teaching can create meaningful learning and positive student attitudes to generate high interest in language learning. Similarly, the results of the study. The opinions and experiences of pre-service teachers and preschool teachers state that drama has a positive impact on the learning of preschoolers about continued development. Not only for students but also drama activities on learning can also improve the independent learning skills of prospective teachers [9]. Then, previous research was also conducted from Finland trying to use drama learning to develop the collaborative assessment. The research results said that by playing drama, the competencies of students could be seen directly through their performances in staging a script.

## **2. Method**

Type of this research is development research using ADDIE models with the development model that will be used in this research is the development of the ADDIE (Analysis-Design-Development-Implementation-Evaluation) model, developed by Molenda and Reiser [12]. This model is often used to describe a systematic approach to instructional development. Molenda stated, "I am satisfied at this point to include that the ADDIE model is merely a colloquial term used to describe a systematic approach to instructional development, virtually synonymous with Instructional Systems Development (ISD)." Besides, Molenda also said that the ADDIE model is a learning model that is general in nature and is suitable for development research. When it used in the development, this process is considered sequential, but also interactive [12]. After Molenda's opinion, Cheung [4] states that ADDIE is an easy model to use and could be applied in the curriculum that teaches knowledge, skills or attitudes. Research procedures at the preliminary research stage in the form of an analysis of needs and context analysis, literature review, and development of a conceptual or theoretical framework. Data is collected by giving questionnaires to lecturers and students. Lecturers were given questionnaires related to the learning process of Drama Appreciation. Lecturers that were selected to teach Drama Appreciation subject in several colleges in the city of Padang. While students were also given questionnaires related to their learning process as their response to the learning of Drama Appreciation so far.

## **3. Finding and Discussion**

After analyzing the questionnaire given to lecturers and students, findings were found related to their perception of the need for the development of multimedia-assisted Drama Appreciation teaching materials. The following results are obtained:

### 3.1 Preliminary Phase

**Table 1.** Analysis the Questionnaire towards Lecturers

No.	Research Activity	Research Focus on Answering Questions:	Collecting Data
1.	Analysis of teaching material subjects available in study program	<ul style="list-style-type: none"> <li>• Have the teaching materials used all this time sufficient to achieve learning purposes?</li> <li>• If have not, which aspects will be corrected?</li> <li>• Is that necessary for material to be developed could make the learning atmosphere interesting?</li> </ul>	Analysis of the is made a list of questions in a checklist
2.	Concept of Analysis	<ul style="list-style-type: none"> <li>• What concepts should be in drama appreciation teaching materials?</li> <li>• Whether the available content of teaching materials is relevant to the learning purposes? 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 all this time available teaching materials	<ul style="list-style-type: none"> <li>• Are the students activities in learning quite varied or only focused in concepts?</li> <li>• Is the lecturer teaching method focused on theory only because the available teaching materials are in the conventional form?</li> <li>• Is there any interaction between lecturers and students in learning time?</li> </ul>	Interview and Observation
4.	Literature analysis to interactive multimedia based teaching materials	<ul style="list-style-type: none"> <li>• How the basic of interactive multimedia-based teaching materials?</li> <li>• How far the effectivity interactive multimedia-based teaching materials could be able to make the learning atmosphere become more attractive?</li> <li>• Etc</li> </ul>	Literary analysis/ related journal
5.	Analysis of existing learning tools	<ul style="list-style-type: none"> <li>• What is the component that would be developed in this teaching materials aspect?</li> <li>• Development is needed in interaction aspect in learning then the center of learning method is students</li> </ul>	Analysis of checklist document

**Table 2.** Analysis the Questionnaire towards Students

No.	Research Activity	Research Focus on Answering Questions:	Data Sources
1.	Analysis of teaching material subjects available in study program	<ul style="list-style-type: none"> <li>• The teaching materials used all this time sufficient to achieve learning purposes.</li> <li>• Which aspects should be fixed?</li> <li>• It is necessary for material to be developed could make the learning atmosphere interesting.</li> </ul>	Analysis of the is made a list of questions in a checklist
2.	Concept of Analysis	<ul style="list-style-type: none"> <li>• What concepts should be in drama appreciation teaching materials?</li> </ul>	Analysis of various journals/ learning

		<ul style="list-style-type: none"> <li>• Whether the available content of teaching materials is relevant to the learning purposes? If not, which parts of the concept will be developed?</li> </ul>	resources/ literature about interactive multimedia-assisted teaching materials
3.	Analysis of learning activities with all this time available teaching materials	<ul style="list-style-type: none"> <li>• The students activities in learning quite varied or only focused in concepts.</li> <li>• The lecturer teaching method focused on theory only because the available teaching materials are in the conventional form.</li> <li>• There is no interaction between lecturers and students in learning time.</li> </ul>	Interview and Observation
4.	Literature analysis to interactive multimedia based teaching materials	<ul style="list-style-type: none"> <li>• The basic of interactive multimedia-based teaching materials.</li> <li>• The effectivity interactive multimedia-based teaching materials could be able to make the learning atmosphere become more attractive.</li> <li>• Etc</li> </ul>	Literary analysis/ related journal
5.	Analysis of existing learning tools	<ul style="list-style-type: none"> <li>• Components to be developed mainly in the aspect of teaching material model that is no longer in the form of manual but multimedia content. This is in line with technological developments so that the learning carried out by lecturers is relevant to current conditions.</li> <li>• Development is needed in the aspects of interaction in learning then learning has to based on student activities.</li> </ul>	Analysis of checklist document

Based on the two tables, it could be that both lecturers and students stated that the need for teaching materials for multimedia-assisted Drama Appreciation courses.

Based on these findings, it said that the results of this study are in line with what was done by previous researchers, including Theng & Neo; ie students in Malaysia increased their achievements. They were more active and motivated in learning because the lecturers used learning through multimedia by developing an Interactive Learning Module (ILM). Meanwhile, Alshadan, et al. [2] 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. Furthermore, Rodríguez-Bonces [13] found a curriculum that integrates music and drama as a strategy for language teaching, could create meaningful learning and positive student's attitudes to generate high interest in language learning. Similarly, the results of the study is the opinions, experiences of pre-service teachers, and preschool teachers state that drama has a positive impact on the learning of preschoolers about continued development. Not only for students but also drama activities on learning could improve the independent learning skills of prospective teachers [9].

#### 4. Conclusion and Recommendation

Based on the research findings, it concluded that it is very necessary to develop multimedia-assisted teaching materials for Drama Appreciation subject. It is intended that the learning process is more contextual and following the development of the technology-based 4.0 revolution.

Related to the development of the revolution 4.0, even in the learning process students are no longer given theoretical things but rather practical things so students can do it in the form of skills that can be implemented directly. Besides, in the current conditions, the learning material is presented in writing or printout ways. It is no longer attractive to students, this is also because the desire to read students is also declining due to the existence of this digital technology. Therefore, the solution to anticipate is offered by developing multimedia-assisted teaching materials is considered appropriate.

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