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Use of Digital Textbooks in Drama Learning

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Abstract. This study is a qualitative descriptive study that aims to 1) Describe the need for the use of digital textbooks for drama learning according to lecturers and students? 2) Describe the form of digital textbook development? 3) Describe the effectiveness of the use of digital textbooks for learning drama courses? 4) Describe the compatibility of digital textbook development with a group-based project learning approach in drama learning based on user responses? The subjects of this study were Indonesian language and literature education students from 5 universities in Semarang, Pekalongan, Tegal, and Kudus in the 2022/2023 academic year totaling 100 students and lecturers who teach and receive drama courses. Methodology or approach - used in this paper using the library method or approach (library research), while data collection is done by reviewing and/or exploring several journals, books, and documents (both printed and electronic) as well as other data sources and/or information that are considered relevant to the study. Data collected through both methods are analyzed qualitatively. The results of this study are 1) the need for lecturers in the use of digital textbooks in drama learning is very necessary (2) the form of textbook development is very interesting (3) the development of digital textbooks is very effective (4) the development of digital textbooks with a group-based project learning approach in drama learning is very acceptable to students and lecturers. Suggestions that can be given in this study, namely (1) lecturers to choose digital textbooks in learning appropriately according to student conditions (2) the use of a drama course learning approach with a group project-based learning approach can be used by all universities. Because, with this approach students are able to get a lot of output. Such as, drama performance videos. Making drama scripts, acting tutorial videos, make-up, costumes. (3) for other researchers can do research on the development of digital textbooks with a group-based project learning approach in drama learning because this research was conducted at the undergraduate level in all universities.

Key words: Digital Textbooks, Drama Learning, group-based project learning approach

INTRODUCTION

Literature is a cultural object that can be used as an example, in which values, rules, good and bad behavior are revealed. In this case, literature is considered an important educational tool. Many experts have predicted various educational elements in drama. In general, literary studies have a very important role in the world of education. The contribution of literary studies in education put forward by Moody (in Endraswara, 2011: 290) is: (a) supporting language skills; (b) increasing knowledge; (c) developing creativity, will, and feeling; and (d) developing character formation. The performance of drama scripts, if studied further, will provide several benefits for students.

The study examined the impact of programs using Creative Drama and Forum Theater on the social, emotional, and ethical skills of student teachers. The first study qualitatively analyzed the teaching conflict situations designed by students. The second study analyzed the impact of the program on empathy and students' perceptions of their teaching and learning process. The types of conflicts, contexts, and ethical dilemmas involved were categorized. Pedagogical tools and their influence on self-knowledge, perspective-taking, and socio-moral sensitivity and reflection were assessed as good.

The emotional understanding component of empathy increased significantly. The results support more comprehensive training for future teachers.

Drama is a literary work that has a very high power to stimulate creativity, feeling, and will. In fact, drama also has a negative value if performed on stage. There are several scenes of violence or even sexual scenes. So that it can provoke the audience to imitate (Endraswara, 2011:13).

Drama learning can be interpreted into two types, namely drama theory learning and drama appreciation. Each of these interpretations also consists of two types. Learning the theory of drama script texts and appreciation of drama performances. In appreciation, drama scripts and performances seem very important, only the difference must be in the aspect of appreciation. If theory is included in the cognitive area, then appreciation emphasizes the affective area.

Sim_ek and Elitok Kesici / Procedia - Social and Behavioral Sciences 46 (2012) 3817 – 3824 in the article, critically examines one example of the theory-practice gap in teacher education in the context of process drama. Reporting findings from a study in Aotearoa New Zealand, which explored students' experiences of embodied learning through process drama, on campus and in primary schools. Through a sociocultural lens, we analyse survey data and focus group interview transcripts. Findings demonstrate the richness of embodied learning through process drama that occurs on campus, but is rarely practiced in schools

RESEARCH METHOD

This research method is classified as descriptive research. Therefore, this study aims to 1) Describe the need for the use of digital textbooks for drama learning according to lecturers and students? 2) Describe the form of digital textbook development? 3) Describe the effectiveness of the use of digital textbooks for learning drama courses? 4) Describe the acceptability of the development of digital textbooks with a group-based project learning approach in drama learning based on user responses? The subjects of this study were Indonesian Language and Literature Education students from 5 universities in Semarang, Pekalongan, Tegal, and Kudus in the 2022/2023 academic year totaling 100 students and lecturers who teach and receive drama courses.

The research data obtained are presented qualitatively. Qualitative data in this study are in the form of describing the use of digital textbooks for drama learning according to lecturers and students. In accordance with these data, this study uses two methods, namely the observation method and the documentation method. The analysis of this study is presented descriptively qualitatively. Qualitative descriptive analysis is a technique in analyzing data without using mathematical, statistical and econometric models, but by describing or interpreting data obtained from research using words. Data is analyzed using a qualitative descriptive analysis model through the following procedures: (1) data reduction, (2) data classification and description, and (3) data conclusion.

RESULT AND ANALYSIS

From various research results from the article In the article Bridging the theory-practice divide in teacher education through process drama pedagogy: "You fully experience what you're learning", critically examines one example of the theory-practice gap in teacher education in the context of process drama. Reporting findings from research in Aotearoa New Zealand, which explored students' experiences in realizing learning through process drama, on campus and in primary schools. Through a sociocultural lens, we analyzed survey data and focus group interview transcripts. The findings evidence the richness of learning realized through process drama that occurs on campus, but is rarely done in schools.

The second research result, Lights up! Assessing standards-based performance skills in drama education. Explains With the recent release of the National Core Arts Standards (NCAS), educators need a new, consistent and fair assessment of drama learning. As a starting point, this paper reports the creation of the LATA Drama Performance Rubric, a standards-based assessment to measure learning that occurs in real drama classroom conditions that we hope will be useful for evaluators. A large group of drama instructors coordinated with the researcher to create a rubric containing four

categories: (1) Diction and Volume; (2) Movement and Gesture; (3) Group Coordination; and (4) Stage Presence. Field trials of the instrument on 97 students in the treatment group and 80 students in the control group demonstrated its ability to differentiate between fourth-grade classrooms that had and had not received long-term drama instruction.

The third study was Creative Drama and Forum Theatre in Initial Teacher Education: Fostering Students' Empathy and Awareness of Professional Conflicts. The study examined the impact of a program using Creative Drama and Forum Theatre on the social, emotional, and ethical skills of student teachers. The first study qualitatively analyzed 49 conflict situations designed by 280 students.

The third study analyzed the impact of the program on the empathy and perceptions of 626 students toward their teaching and learning process. The types of conflicts, contexts, and ethical dilemmas involved were categorized. Pedagogical tools and their impact on self-knowledge, perspective-taking, and socio-moral sensitivity and reflection were rated as good. The emotional understanding component of empathy increased significantly. The results support more comprehensive training for future teachers

CONCLUSION

Based on the discussion above, there are several things that are concluded in this study. Drama learning at the level of education from elementary school to college. First, in the use of digital textbooks for drama learning according to lecturers and students. Drama learning requires several strategies so that the process is more optimal. This is because digital textbooks in 21st century learning are very much needed by the millennial generation. A large group of drama instructors coordinated with researchers to create a rubric containing four categories: (1) Diction and Volume; (2) Movement and Gesture; (3) Group Coordination; and (4) Stage Presence. Field trials of the instrument on 97 students in the treatment group and 80 students in the control group showed its ability to differentiate between fourth-grade classrooms that had and had not received long-term drama instruction.

SUGGESTIONS

Based on the conclusions above, the suggestions that can be conveyed in this study are as follows. (1) The researcher suggests that teachers and lecturers in the field of Indonesian language and literature choose appropriate learning strategies according to the conditions of the students so that they can attract attention and be enjoyable for the students, (2) The researcher suggests that there is no need to hesitate and be afraid to ask questions in class, because no teacher will blame you when you ask, so that self-confidence and optimism need to be fostered as good students, so that they dare to ask questions and appear in class when appointed by the teacher, (3) Other researchers can conduct research on drama learning seen from: strategies, activities and teaching and learning outcomes at other school levels and (4) The researcher suggests that policy makers (schools) can recommend the results of this research to improve drama learning

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