



Quality of Student Acting Through Acting Textbook Development

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Abstract. The research related to the development of Acting Arts Textbooks at LPTK. This research (1) Describes theater learning in LPTK, which includes (a) Describing the application of the current Acting book and (b) Describing lecturers' and students' needs related to the improvement of LPTK Acting textbooks. (2) Describe the development of the *Peran Berorientasi* textbook on modern actors, which includes (a) Describing the development of prototypes (drafts) into local arts-based drama textbooks based on expert assessment; (b) Describing the development and improvement of the Acting Textbook in semester 2 of the Acting Arts specialization of the Drama study program based on limited trials in the field (3) Decrypting the effectiveness of local art-based drama textbooks compared to conventional textbooks in LPTK. (4) Describe the dissemination of Acting textbooks. They are using Borg and Gall's R&D development research method. After revision I, the product was validated again by validators. The validation results are in the form of numbers/scores based on the Likert scale. The aspects assessed are the accuracy of the book's contents with the acquisition of a rating scale of 93% and 83%. The expediency aspect of the book with the acquisition of an assessment scale of 83% and 83%. The completeness aspect with the acquisition of an assessment scale of 100% and 93%, the linguistic aspect with a rating scale of 100% and 93%, and the feasibility aspect of the book's content with the acquisition of an assessment scale of 96%.

Keywords: Development, Textbook, Acting, Borg and Gall.

1 Introduction

Acting Learning at LPTK, especially in the Undergraduate Program in Drama, Dance, and Music study program, Faculty of Languages and Arts, UNESA, is a compulsory subject for students with four credits after taking the Acting course in semester 1. According to Herman J. Waluyo, [2006: 159] [17], Drama teaching can be interpreted in two types: theory of drama teaching, which teaches the theory about drama texts (scripts), and teaching about drama staging theory. The degree of school education must be reflected in the learning materials. The content is more in-depth the higher one's

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educational level. Both drama theory and drama appreciation are included in the study materials for drama. A theoretical manual of what, how, and why drama is used is known as drama theory. Drama scripts include material for appreciation. [Herman J. Waluyo, 2006: 159-160] [17].

This teaching objective needs to be addressed directly, although the Acting Art course is the essential practice prior to programming the realist acting course, especially given that there is a request for the practical aspect to be more focused on teaching acting in the concentration of drama, including theoretical learning. Learning strategies need to be enhanced. This study will prepare future instructors and students who will instruct drama to be attuned to children's comprehension levels, establish relationships with the child's world, and change the child's level of psychological development. As the final product, a drama learning tool product in the form of drama textbooks based on local arts is also anticipated to include findings from this research.

Based on this description, the Acting Art textbook in the 2nd-semester Acting Art concentration of the drama study program of the Acting Study Program, Drama, Dance, and Music Department is very interesting to study, develop, and use as research related to the development of Acting Arts textbooks at LPTK. This research (1) Describes drama learning in LPTK at present, which includes (a) describing the application of the current Acting book and (b) describing the needs of lecturers and students related to the improvement of LPTK Acting textbooks. (2) Describe the development of the *Peran Berorentasi* textbook on modern actors, which includes; (a) Describing the development of prototypes (drafts) into local arts-based drama textbooks based on expert assessment; (b) describing the development and improvement of the Acting Textbook in the 2nd semester of the Acting Arts specialization of the drama study program of the Acting Study Program based on limited field tests. (3) Decrypt the effectiveness of local art-based drama textbooks compared to conventional textbooks in LPTK. (4) Describe the dissemination of local art-based Acting textbooks.

2 Methods

The development model is the foundation for developing the product to be produced. Development models can be procedural models, conceptual models, and theoretical models. A procedural model is a model that is descriptive in nature, indicating the steps to be followed to produce a product. A conceptual model is a model of an analytical nature, which enumerates the components of the product, analyses the features in detail, and shows the relationship between its members. In Addition, it also develops a mindset based on related theories that are validated by empirical evidence. In the development model, researchers focus on to 3 things:

- Describe the Model Structure used briefly as the basis for product development.
- If the model used is adapted from an existing model, it is necessary to explain the reason for choosing the model, the components that are adjusted, and the strengths and weaknesses of the model compared to the original model.

- If the model is developed in-house, it is necessary to explain the components and the relationships between the elements involved in the development.

This study uses the research framework of Borg and Gall [1983: 755] [24] as follows:

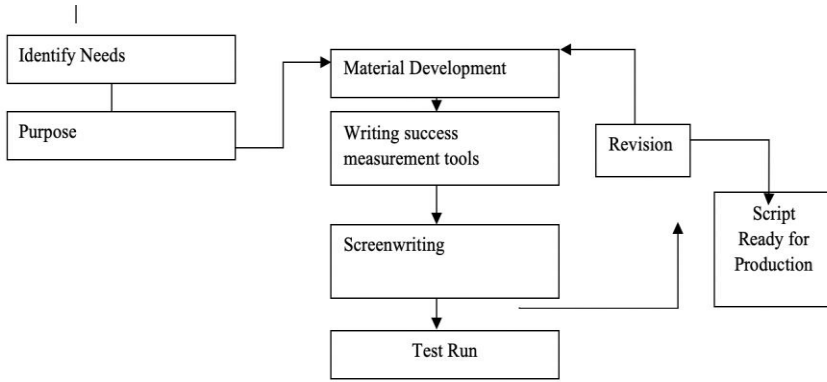


Fig. 1. Borg and Gall development design model (1983).

The development research will outline the methods used by researchers to create products. The product design components are described differently in the development procedure than in the development model. The researcher makes reference to the component's characteristics at each step of development throughout the procedure.

2.1 Data Type

In trials, data is used to determine the resulting product's effectiveness, efficiency, and attractiveness. The data collection type must be adjusted to the information needed about the product developed and the learning objectives to be achieved. Data may be collected only.

Data on solving problems related to effectiveness and efficiency, or data on the attractiveness of the resulting product. Data exposure should be associated with specific research designs and test subjects. Data on the accuracy of the content can be made on the subject of content experts, small groups, or all three. In the expert test, the data revealed include the accuracy of the substance, the accuracy of the method, the accuracy of the product design, etc. In data collection, various data collection or measurement techniques can be adjusted to the characteristics of the data to be collected and the research respondents. Data collection techniques include observation, interviews, and questionnaires.

3 Results and Discussion

3.1 The Process of Developing Acting Textbooks in the Acting Course

The development process of the Acting Art textbook uses the Borg and Gall research methodology defined in Chapter III. The following steps are the stages in the improvement process:

Initial Data Collection/Initial Research. On April 20, 2016, the first set of data was gathered using interviewing techniques with Indar Sabri, S.Sn., M.Pd., a Lecturer in the Monologue Course. The result of interviews conducted with a lecturer is the needs of the Acting Arts course can be known from the observations in the 2nd-semester students of the Drama concentration, Faculty of Languages and Arts UNESA, ballet study program class 2016. It may be examined in the following form:

- a. The lecturer's need for monologue textbooks
- b. Lecturers need teaching materials to strengthen learning
- c. Lecturers cannot show application through books because Role Art books do not exist in Indonesia

Based on the study of preliminary research on the demand for Role Art textbooks for teaching and learning activities with 2nd-semester Drama focus, Drama, Dance, and Music Study Program, Faculty of Languages and Arts class 2016, these contemporary actor-based textbooks must be developed.

Concept Analysis. The findings from the previous research discussed in the preceding discussion serve as the foundation for creating the initial product, ensuring that the goods created for this study meet the demands and are precise. This study's initial output is a textbook entitled "Acting (Theory and Practice)." The goal of preparing this product is to offer solutions thus lecturers may effectively provide the information.

There are ten chapters in the Textbook entitled "Acting (Theory and Practice)": Chapter I (Introduction) on Monologues; Chapter II Variety of Role Art Forms; Chapter III Building Actors (Vocals, Expression, Body Language, Body Language, and Inner); Chapter IV Text and Context in Role Art; Chapter V Acting Art Formula I: I am as I am; Chapter VI Formula Role Art II: me as a character; Chapter VII formula Role Art III: Me as Someone Else; Chapter VIII Chapter IX Artistic Acting Art Space; Chapter X Creating Music As Monologue Illustration.

The next step after compiling the initial product draft is to validate the book "Creating Children's Songs Easily." Material experts, acting arts professionals, and learning media specialists validate the content.

Validation I. There are two experts who approved the textbook "Acting Arts (Theory and Practice)" for 2nd-semester students of the Drama concentration, Dance, and Music Study Program, Faculty of Languages and Arts class 2016 which consisted of:

- Material expert and monologue, Anwari, S.Pd
- Design Expert, Rois Abidin, S.Pd., M.Pd

Experts in media and songwriting are selected in accordance with their qualifications, reputation, skills, and experience. This validation is targeted at the "Acting Arts (Theory

and Practice)" textbook's material for 2nd-semester Drama concentration, Drama, Dance, and Music Study Program, Faculty Languages and Arts class 2016 students, thus the anticipated data is expert critique and guidance. The outcomes of textbook expert validation are shown below.

Material Expert Test and Monologues

a. Data Exposure

The resulting product is a textbook draft titled "Acting (Theory and Practice)," quickly submitted to monologues. In the first step of expert testing, the evaluation takes the form of comments, suggestions, and product critiques.

The results of the first stage of the Acting expert test by Anwari on April 28, 2016, can be described as follows:

- a) Reinforcement of practices on books
- b) Definition of terms in practice
- c) The books already represent the needs of Acting

The results of the first phase of the design expert test by Rois Abidin on April 30, 2016, can be described as follows:

- a) Several typos
- b) Image Styling
- c) Less attractive layout
- d) Incorrect numbering

b. Data Analysis

The focus of improvements is the strengthening of practices in books, the definition of words in practices, and books already represent the demands of monologues, according to the data presented by Anwari from the first step of expert testing.

According to Rois Abidin's presentation of data from the first round of expert testing, several typos, image arrangement, unattractive layouts, and incorrect numbering are in need of progress.

c. Conclusion

The draft textbook "Acting Arts (Theory and Practice)" for 2nd-semester Drama concentration students at the Faculty of Languages and Arts of UNESA, ballet study program class 2016, required an improvement by reviewing the strengthening of practices in books, definitions of practice term, as well as books that already represent the needs of monologues, according to the data analysis of the results from the first stage test of expert tests by Anwari.

The textbook "Acting Arts (Theory and Practice)" for 2nd-semester students in the acting art concentration, Drama, Dance, and Music Study Program, Faculty Languages and Arts class 2022 requires improvement by fixing several typos, image arrangements, unattractive layouts, and improper numbering, according to data evaluation of the results of the first step of expert tests by Rois Abidin.

Revision I. Based on the findings of the preliminary validation by media and Acting Arts professionals, it is required to offer the following suggestions for product improvement:

Table 1. Material Expert Test Product Revisions and Monologues.

No	Revised sections	Input	Implementation of Revisions
1	IV. Formula I: as I am	Reinforcement of practices on books	Make improvements to subchapters and add images.
2	VIII. Formula III: Me As Others	Definition of terms in practice	Complement with the reinforcement based on theory in the latest bibliography

Table 2. Design Expert Test Product Revisions.

No	Revised sections	Input	Implementation of Revisions
1	Typing improvements CHAPTER I	There are still many typos	Change incorrect writing
2	Picture	Image Setup	Add and organize image composers
3	Layout CHAPTER I to CHAPTER X	Less attractive layout	Change the layout according to student characteristics.
4	Numbering CHAPTER IX	Less fixed numbering	Change incorrect numbering in CHAPTER X.

Small Group Trials. The product tested was a draft of the Textbook "Acting (Theory and Practice)" for 2nd-semester students of Drama concentration, Drama, Dance, and Music Study Program, Faculty Languages and Arts class 2022 easily, which has been reviewed in the initial step of validation by Professionals Monologue. The small group test was conducted on May 02, 2022. This test focused on book expediency, clarity, convenience, steps for implementing Role Art textbooks, and language aspects. The test was conducted by questioning respondents to look at the Textbook "Acting Arts

(Theory and Practice)" for 2nd-semester students of Drama concentration, Drama, Dance, and Music Study Program, Faculty Languages and Arts class 2016.

This small group trial involved a lecture of 2nd-semester students of Drama concentration, Drama, Dance, and Music Study Program, Faculty Languages and Arts class 2022. Selecting one lecturer is based on the lecturer's first proficiency as a small-scale test participant. Besides, the lecturer is the potent of the monologue course.

Table 3. Result of Small Group Trials by Acting Lecturers.

No	Aspects	Respondents		
		I	II	III
1	What are the benefits of the Acting Art textbook for 2nd-semester students concentrating on Drama, Drama, Dance, and Music Study Program, Faculty Language and Art class of 2016?	4	4	3
2	How is the clarity of the Acting Art textbook as a whole?	3	3	3
3	How is the clarity of monologue textbook steps?	3	3	3
4	What is the level of ease/practicality of monologue textbooks?	4	4	3
5	What is the level of ease of steps if done by lecturers?	3	4	3
6	What is the level of ease of understanding language in books?	4	3	4
7	In understanding the contents of this book, do you need a facilitator?	3	3	3
8	How are the terms of acting (moving, blocking, composition, diction, intonation, dramatic ladder) in this book easy to understand?	3	3	3

9	How lecturers need books like this function	4	4	4
10	Does the method designed in the book can be done by every lecturer's monologue	4	3	3
Number of Scores		35	34	32

Based on the results of data analysis of small-scale trials of the Textbook "Acting (Theory and Practice)" for 2nd-semester students of the concentration om Drama, Drama, Dance, and Music Study Program, Faculty of Languages and Arts UNESA class 2022, The resulting percentage scale is 70%, 68%, and 64%. The scale of percentages acquired is categorized as a suitable category, therefore, it may be assumed that there is no need for revision by researchers.

Revison II. After conducting the first step of validation and data analysis, the expert's suggestion was taken into consideration in making improvements. The following step is to do a second validation with professionals to assess the Textbook product "Acting Arts (Theory and Practice)" for 2nd-semester students of Drama concentration, Drama, Dance, and Music Study Program, Faculty of Languages and Arts UNESA class 2022.

Field Trials. The product verified at the field trial stage is the Textbook book "Acting Arts (Theory and Practice)" for 2nd-semester students of the concentration of Drama, Dance, and Music Study Program, Faculty of Languages and Arts UNESA class 2016. At this stage, it is carried out to lecturers with one teacher. Field trials were conducted on May 4-6, 2016. The steps for field trials are as follows:

- a. On May 4, 2016, researchers visited the lecturer while carrying out a course with 2nd-semester students of the concentration on the Drama, Drama, Dance, and Music Study Program, Faculty of Languages and Arts UNESA class 2016 to ask for permission to hold field trials of the Textbook product "Acting (Theory and Practice)" for students of the 2nd-semester concentration on the Drama, Drama, Dance, and Music Study Program, Faculty of Languages and Arts UNESA class of 2016.
- b. On May 5, 2016, the researcher invited all the lecturers and students. The researcher conveyed the aims and objectives of the researcher to visit the 2nd-semester students of the Drama concentration, Drama, Dance, and Music Study Program, Faculty of Languages and Arts UNESA class 2016, and distributed monologue textbooks. Furthermore, the researcher asked the teacher 2nd-semester examine the book's contents. After all the teachers finished reading and reviewing the book's contents, the researcher distributed a questionnaire containing assessment instruments for the Textbook "Acting (Theory and Practice)" for 2nd-semester students of the drama concentration, Drama, Dance, and Music Study Program, Faculty of Languages and Arts UNESA class 2016 by filling the assessment column with a predetermined score.

Field Test Review. At the field test review stage, researchers analyzed data in accordance with the results of scores gained through filling out assessment forms by lecturers of Acting courses in the semester 2 class 2016.

Revision III. There needs to be input according to the score result gained from the field test and discussion with lecturers. The lecturers can understand the contents of the book and can follow the steps to apply the Acting Art textbook, so the product does not need to be revised.

Final product. Based on the validation process results by validators and the effects of field trials by all kindergarten teachers in Pembina State Kindergarten, the product can be determined without revision and is ready to be implemented.

Implementation. On May 6, 2016, researchers invited lecturers and students in the 2nd semester of the drama concentration, Drama, Dance, and Music Study Program, Faculty of Languages and Arts UNESA class 2022. Afterward, the researcher distributed blank paper that the teacher would use to apply the monologue textbook. The next stage is the application of learning according to monolog textbooks contained in children's books for kindergarten teachers and writing the application process on paper distributed by researchers. After the teacher successfully applied the learning, the researcher collected the work of monolog.

3.2 Quality of Acting Textbook Development in Acting Course

Validity of Acting Textbook. The level of validity has been known based on the validation process that all validators have carried out. It may be assumed that the outcome has obtained a score that shows a good category based on the result of the completed validation.

Table 4. Recapitulation of Material Validation Results

Assessed aspects	Rating scale	
	Validator I	Validator II
Accuracy of the contents of the book	92 %	83 %
Book expediency	86 %	86 %
Completeness	100 %	93 %
Language	100 %	93 %
Average	94,5 %	88,75 %
Category	Very good/Valid	Very good/Valid

The table above shows the average value of the assessment scale conducted by two material expert validators. The average value indicates a grade with a very good category. This shows that the outcome can be said to be valid and can be applied to students.

Implementation of Role Art. The textbooks to determine the level of implementation of the Acting Art textbooks developed to apply the Acting Art textbooks to students. After the teacher applies the method, the lecturer fills in the assessment column to determine the implementation level of the method used.

Response to the Acting Textbook in the 2nd Semester Acting Course the Drama Concentration, Drama, Dance, and Music Study Program and Department developed. To find out the lecturer's response in carrying out the Role Art textbook for students to make observations of lecturers while applying the method in the product. The following is the researcher's note on the teacher's response during the steps of implementing the monologue textbook:

- a. The lecturer enthusiastically came to the classroom where the product implementation was held
- b. Lecturers offered to distribute products to lecturers who participated
- c. Lecturers carefully read the product
- d. Lecturers start implementing Role Art textbook learning according to the steps outlined in the product
- e. Lecturers compactly deliberate for monologue learning practices
- f. Lecturers work step by step together, meaning that nothing precedes
- g. In following the steps in the product, lecturers consult with researchers to ensure the accuracy of each step
- h. A question is the subject of joint discussion, namely about understanding monologue actors
- i. During the product implementation process, there was a cheerful atmosphere and laughter from students and lecturers
- j. After the process was completed, the lecturers tried to practice the application of their respective Role Art textbook learning that was successfully created

The Effectiveness of Acting Textbooks in Acting Courses. To find out the ability of lecturers to apply Role Art learning by applying according to the ten textbook chapters successfully created by lecturers who participated in product implementation activities.

Of the 13 teachers who participated in implementing the Role Art product, 13 monologues were successfully created. To find out the rating scale, it can be found based on the following calculations:

Score =	$\frac{\text{Number of monologue results}}{\text{Number of teachers}}$	x 100%
Score =	$\frac{13}{13}$	x100%
=	100%	

A score of 100% is included in the excellent category. Therefore, lecturers and students can achieve Acting Arts according to monologue textbooks; it is likely effective. Based on the results of the songs created by the teacher, it can be known the level of effectiveness of the Acting Art book easily.

4 Conclusion

Based on the description of the results of the research and discussion, it can be concluded as follows:

4.1 The Process of Developing Acting Art Method.

Developing the acting art method for lecturers and students in Semester 2 of the Drama Concentration of Drama, Dance, and Music Study Program and Department is carried out using ten steps according to the Borg and Gall model. The following are ten steps taken in the process of developing a method of applying monologue textbooks:

Initial data collection. Based on the results of initial data collection through interviews, it can be known that the background to the preparation of the Acting Art textbook easily, namely the needs of lecturers and students for monologue courses.

Concept analysis. The product compiled is in the form of an Easy Acting Art textbook. Compiling the book aims to provide solutions so teachers can create their student Role Art. The Acting Art textbook easily contains steps for acting practice that can be done by lecturers and students.

Revision I. The initial product is validated by validators with a descriptive assessment of suggestions, criticisms, and feedback. Furthermore, validated products are revised according to validators' directions, criticisms, and feedback.

Small Group Trials. Small group trials were conducted after revising the product at revision stage I. The trial was conducted on one lecturer and 13 semesters 2 of the drama concentration, Drama, Dance, and Music study program, Faculty of Languages and Arts UNESA class 2016. The scoring scores in the small group trial showed that the small group trial was successful, namely 70%, 68%, and 64%. In the percentage Likert scale, the score falls into the excellent category.

Revision II. After revision I, the product is validated again by validators. The validation results are in the form of numbers/scores based on the Likert scale. The aspects assessed are the accuracy of the book's contents, with the acquisition of a rating scale of 93% and 83%. The expediency aspect of the book with the acquisition of an assessment scale of 83% and 83%, the completeness aspect with the acquisition of an assessment scale of 100% and 93%, the linguistic element with the acquisition of a rating scale of 100% and 93%, and the feasibility aspect of the content of the book with the acquisition of an assessment scale of 96%.

Field Trials. Field trials were conducted on one lecturer and 13 2nd-semester students of the drama concentration, Drama, Dance, and Music study program UNESA class 2016 by quickly filling out an assessment questionnaire for the Acting Arts textbook.

Field test review. Field test studies are carried out by analyzing assessments in field trials. Based on the evaluation by lecturers,

Revision III. Based on the scores obtained from field trials, there were no difficulties experienced by lecturers and students in understanding the book's contents, and there was no input from lecturers. Then, the product does not need to be revised.

Final product. After doing the previous stages, the product in the form of a Textbook, "Acting Arts (Theory and Practice)," is easily established and ready to be implemented.

Implementation. Lecturers carry out product implementation by following the steps of implementing Role Art learning according to the textbooks contained in the book.

4.2 The Quality of Development of the Acting Art Method For Kindergarten Teachers.

Textbook Validity. "The Art of Acting (Theory and Practice) is quickly done by validating the product by validators. Assessment criteria in the form of accuracy of book content, book expediency, completeness, language, and book feasibility show a value with a good category.

The Implementation. Implementing the process for writing children's songs is known based on lecturers' results in applying textbook learning in books and completing assessments through the questionnaire According to the assessment results, a scale of 76% falls into the excellent category. Therefore, the product has been properly performed

The Lecturers' Responses. Following implementation activities and phases in the recorded book, it presented an enthusiastic and cooperative attitude. So, the teacher's response is included in the excellent category.

4.3 The Effectiveness of the Acting Method for Lecturers and Students

Achievement of lecturers in applying monologue textbooks. In accordance with the results of product implementation of 1 lecturer and 13 semesters 2, students of the drama concentration, Drama, Dance, and Music study program UNESA class 2016, all lecturers are confirmed to be capable of following the processes and successfully applying teaching based on monologue textbooks. The rating scale appears a scale of 100%. So in conclusion, the Acting Art textbook is quickly effective.

Practice created by students. Role Art that students successfully complete by following the instructions in the book, a value with a scale of 73% may be obtained. Therefore, it may be said that the book is practical.

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