

# DRAMA APPRECIATION LEARNING USING MULTIMEDIA TO DEVELOP STUDENT LITERATION

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## Abstract

Nowadays, learning drama is less attractive and less favored by students and students, this is because the learning model designed by lecturers is still conceptual so it is not attractive to students. Especially if speaking of the industrial revolution 4.0 concerns that literature - drama is no longer a subject favored by students. Even if it is examining a lot of the value of life that can be taken through the stories conveyed in the drama script. Related to literacy, there are not many students who want to read drama scripts, especially with advances in technology and communication lately. Students are no longer interested in print media or in the form of textbooks, because all information they can receive through technological media. Therefore, it is necessary to design a drama appreciation learning model that is able to generate student literacy through multimedia-assisted learning. Multimedia assisted learning utilizes technology in the drama appreciation learning process. Thus, learning becomes more interesting and varied so that it can foster literacy in reading among students.

**Keywords:** teaching, drama appreciation, multimedia, literacy.

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## Introduction

The talking of drama college appreciation learning issues prioritizes theoretical drama discussion, drama appreciation based on read texts, and rarely receptive the essence of drama as an art of staging and expression through a drama performance. As a result, drama appreciation learning becomes less attractive, cannot stimulate the emergence of the power of creativity and imagination, and is less contextual. This has an impact on the low quality of drama appreciation learning and the failure to achieve the role of drama appreciation learning as one of the character builders. Especially if it is observed further that student literacy is declining, especially related to reading texts including reading drama texts. Low literacy results in a low level of understanding (Geske & Ozola, 2008), whereas high literacy abilities lead to a high level of one's understanding (Iswari, 2015). The decline in student literacy because all information is available and delivered in the form of multimedia media includes social media. Students become lazy to read, especially reading drama texts. For this reason, it is necessary to find the right solution so that the appreciation ability of student drama is not lost due to the development and progress of information technology. The progress of technology and information, on the one hand, is indeed very beneficial. But on the other hand, there are negative things that are caused, such as our students lose together values, especially if they have interacted with the media technology. If this condition is left continuously, our students will lose their identity. In response to this, the right strategy is needed, one of which is to use information technology for learning, one of which is through multimedia.

Several studies related to the use of multimedia have been carried out such as, Ayyaci and Yilmaz (2009) conducted research related to creative drama material in Turkish schools. It was concluded that through creative drama material has been able to develop cognitive and social skills of students because the selected text is a script which indeed reflects the lives of students every day. Research on teaching material related to drama

problems was also conducted by Toivanen et.al (2010) in the form of the use of drama scripts to explore the creativity of teachers and students in Finland. Through this study, Toivanen et.al described that through drama, it was able to increase the creativity of both teachers and students.

In recent years, part of drama appreciation learning in higher education, especially for students with a certain level of education, sees the drama appreciation course as boring, uninteresting, and tiring learning. This symptom is caused by not all students like literature, acting, and assume that the drama appreciation learning takes a long time and lacks motivation from the literary instructors. The lecturer does not really deliver the students to understand and practice drama through the application of innovative learning models.

As an innovation, besides being projected onto the stage, drama as a literary dimension can be transformed into shows that can be presented using digital media, such as films. If all this time the learning process tends to be conventional (lectures, discussions, seminars, lectures, and performances) by directing students solely to theoretical matters and not touching the dramaturgy process. Thus, resulting in drama appreciation learning is less exciting for students. One alternative that can be done by lecturers is to create innovative, creative, but fun learning designs without losing the pedagogical touch through learning using interactive multimedia. When students complete the task of appreciating the drama as a literary diamond- Sion, then proceed with the dimensions of the performing arts, then by themselves, they can follow up by transferring them to the art form of cinematography. Evaluation of the results of the show can lead to ideas that enable students' creative processes to become more dynamic. Therefore, lecturers need to convince students to provide stimulus through multimedia-based drama learning. This is like what was found by researchers previously related to multimedia learning Theng & Neo (2014), namely students in Malaysia increased their achievements, were more active, and motivated in learning because the lecturers used multimedia learning by developing interactive learning modules (ILM). Meanwhile, Alshadan, et al. (2014) also developed a learning model by utilizing multimedia technology that had an impact on student learning outcomes in Saudi Arabia in all disciplines and subjects. On the other hand, Al Amri (2016) also conducted research on the development of interactive multimedia teaching materials in the form of Computer Based Learning (BCL) on Mathematics subjects. Thus, it can be said that through interactive multimedia student learning outcomes can increase and learning becomes interesting.

## **Method**

This article aims to discuss issues related to drama appreciation learning in college. Data collection was carried out using the literature study method or known as literature review, which is looking for information from various literatures to form a theoretical foundation on a topic. According to Craswell (2010, 46) literature review means placing and concluding studies on a research topic. These studies can be in the form of research studies, articles and thoughts that provide a framework in explaining a topic. Based on the topic of research on drama appreciation learning in universities, the literature study supports the topic framework related to studies on drama learning itself.

## **Literature Review**

### *Drama Learning Process*

Drama Learning Process Learning is a process of how to make students want to learn according to the learning design prepared by educators. However, to make students subject to want to learn is not an easy thing. Many things must be considered and prepared by educators, how do educators have the competence to trigger the motivation of students so that they want to learn. For that, educators need creativity and perseverance so that students' interest in learning will increase. In addition, an educator actually prepares learning materials as optimally as possible so that when they are on the side of the subject the students really have adequate abilities.

One of the lessons that needs to get intensive attention is drama learning. In accordance with the character of drama as a work that has two dimensions, namely literary dimensions and dimensions of performing arts, understanding of drama learning also has different characteristics with other literary works, namely poetry and fiction. Learning drama does not only arrive at the level of disclosure of a set of theories about drama but how the drama can also be performed. Therefore, the design of learning also has different characteristics with the other literary material. This is in accordance with the characteristics of drama as an imitation work of human life or behavior that is staged with an appearance of movement, dialogue, expression, and gesture that can be enjoyed in the performance.

In connection with this, drama learning requires effort by lecturers, to make students willing and able to learn drama in accordance with the plans that have been designed. The process of making students have the ability to appreciate drama is not a light task for a lecturer. Lecturers are required to be able to plan, implement, and evaluate drama learning properly. Dramatic learning, especially drama performances require collective work, even collaborate with other arts; at the very least, the drama is a two-dimensional art: language arts (literature) and performing arts (theater).

### *Multimedia Based Learning*

Interactive learning with Multimedia has a positive impact on students because they no longer think abstractly, abstract material becomes more real. When drama scripts are given in the form of drama texts they will have difficulty understanding what is contained in the story, or even they will be lazy to read. As stated before student literacy has diminished along with the development of technology today. By utilizing multimedia assistance, students become more understanding and understand the existing text presented through the multimedia. The use of multimedia can not only improve mastery of concepts and a pleasant learning environment. Neo & Neo (2001) states that multimedia can strengthen the message conveyed by educators. Furthermore, Newby et al. (2006) revealed that multimedia can be used in teaching higher skills. The benefits of multimedia have been widely reviewed by various experts. On the other hand, Nuraeni (2006) added that messages delivered through multimedia using the same language as the user are easier to understand. Furthermore, Munir (2009) explained that the use of information technology can overcome the limitations of space and time. In its application, individual multimedia can provide adequate class time and work space for students.

Furthermore, besides that, learning to use multimedia provides an opportunity for lecturers to be more creative in developing learning techniques so that the material provided is acceptable to students. With the meaning of words, the source of information is not only focused through books but can be wider.

### *Literacy and Efforts to Develop it*

Literacy as the heart of education is essentially a profound meaning that literacy is important to learn in an education. Because literacy is the breath of education that will revive all civilizations, cultures, as well as mental strength. Given the important expectation of a national education, it is to create students who have strong personal character, cultural development and create a generation that has strong competitiveness. However, it seems that the component to date is still a big task. Not only for education but shared thinking. Because, if you see the reality that there is a specter of education is still so great. The nation's characters are increasingly decreasing in line with the development of the times, instant culture makes competitiveness weaker, the development of the era makes the generation tumble and culture is increasingly forgotten.

A strong difference should be together to build strong souls in facing life that is increasingly complicated. In understanding education it is not only included in the material delivered in the classroom, but understanding in a broad context, its application in real life. Given the plurality of conditions in Indonesia today, it is too difficult to see the reality, that unconsciously the position now is in a high swinging position in an increasingly advanced civilization. Facts and news have shown how culture, the real civilization, is that the local languages in Indonesia are in their bleak times, even estimated to be extinct during the twentieth century. Such things should be shared thoughts in an effort to anticipate this, so that not too far away we oscillate in the current confusing reality.

That is, these problems require young people to want them to be smarter, creative, and innovative. All of these skills will be realized with creative reading activities. In addition, of course, there are support and movement from those who hold the interests, so that it can be implemented properly. Read more, Suragangga (2017: 155) explains that, to improve the quality of education and quality resources produced in the learning process, the government made a breakthrough by holding a school literacy movement, which is a mass movement to grow literacy in order to meet the needs of information and reading for the generation of gold that this nation has. The real step is needed to begin to be sensitive to education that is through literacy someone can be well educated.

### **Conclusions**

One effort that can be done as an effort to improve and develop a literacy culture among students is through collaborative drama learning that will be able to lead students to be more active and creative in increasing their interest in reading. Indeed, the concept of appreciation cannot be separated from the demands of reading competencies accompanied by high creativity. In addition, multimedia concepts that require someone to come into contact with technology also include factors that will lead students to continue to be creative in finding relevant literature, making it easier to apply it.

Learning Appreciation of drama can be carried out by utilizing technological devices, namely multimedia. Literary learning (drama) that has not attracted students or students lately can be reduced by the presence of multimedia-charged learning. The lecturer or teacher must be willing and have the desire to design learning in such a way that the desire of students to study literature will improve. Especially in the era of industrial revolution 4.0, theoretical learning has begun to be abandoned and is no longer an option for students and students. Students have been competing to access information through digital including learning material. For

this reason, the presence of multimedia-charged learning is deemed appropriate to be carried out to improve the culture of literacy among students and students.

## Acknowledgments

This article can be realized because of the assistance from the lecturers of the course. Therefore, thanks are given to the lecturers who have contributed to the contents of this paper.

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