

TRANSFORMATION OF DRAMA APPRECIATION LEARNING THROUGH INTERACTIVE MULTIMEDIA BASED ON ARTICULATE STORYLINE FOR UNPARI STUDENTS

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Abstrak

This research aims to develop interactive multimedia based on Articulate Storyline for Drama Appreciation learning for students of the Indonesian Language and Literature Study Program at UNPARI (Indonesian University). The research method used was Research and Development (R&D) using the ADDIE development model, which includes the stages of analysis, design, development, implementation, and evaluation. The research subjects consisted of validation experts, lecturers, and students of the Indonesian Language and Literature Study Program at UNPARI. Data were collected through observation, interviews, questionnaires, and tests, using validation sheets, response questionnaires, and evaluation questions. The results showed that the developed interactive multimedia product achieved a validity level with an average score of 0.89, which is categorized as very valid. The results of the practicality test, based on lecturer and student assessments, showed a percentage of 96.15%, categorized as very practical. Furthermore, the effectiveness test, analyzed using N-Gain, showed an average score of 0.72, which is categorized as high. This indicates an increase in students' understanding of the Drama Appreciation material after using this learning media. Based on the research results, it can be concluded that interactive multimedia based on Articulate Storyline in Drama Appreciation learning for UNPARI students has proven valid, practical, and effective, making it suitable for use as a learning medium to improve the quality of student learning processes and outcomes

Kata kunci: Transformation, drama appreciation, multimedia, Articulate Storyline.

Introduction

Literature is a crucial element in Indonesian language learning, playing a role in developing students' aesthetic sensitivity, imagination, and critical thinking skills. Through literature learning, students understand not only linguistic aspects but also the values of life, culture, and humanity contained within literary works. This aligns with Tarigan's (2015) opinion, which states that literature learning plays a significant role in shaping students' character and emotional sensitivity. Furthermore,

research by Lestari (2019) shows that creatively designed literature learning can enhance students' activeness and imagination. Another study by Sari (2020) also revealed that the use of innovative learning media in literature learning can significantly improve student understanding and learning outcomes. Therefore, literature learning in higher education needs to be innovatively designed to foster students' interest, creativity, and appreciation for literary works.

One branch of literature learning that plays a strategic role is drama

appreciation. Drama appreciation requires not only understanding the text but also involves the ability to interpret, express, and appreciate the intrinsic and extrinsic elements of drama. According to Wiyatmi (2017), drama appreciation emphasizes the emotional and intellectual involvement of learners in understanding the work's comprehensive meaning. However, in practice, drama appreciation learning is often conventional, lecturer-centered, and limited to reading texts without adequate visual or audio exploration. This results in students losing interest and experiencing difficulty in understanding and appreciating drama works in depth. This finding aligns with research by Rahmawati and Nugroho (2022), which shows that drama learning without interactive media tends to decrease student engagement. Furthermore, research by Putri et al. (2023) revealed that integrating multimedia into drama learning significantly improves students' understanding, interest, and interpretation skills. Therefore, innovations in drama appreciation learning are needed to accommodate students' learning needs in the digital era.

Based on initial observations of students in the Indonesian Language and Literature Study Program at UNPARI, several problems were identified in drama appreciation learning, including: (1) low student interest in attending lectures, (2) insufficient use of interactive and innovative learning media, (3) limited student ability to understand the elements of drama, and (4) learning that is still dominated by lecture methods. Furthermore, interviews with lecturers revealed that the learning media used are still conventional and do

not utilize digital technology optimally. Based on this identification, it can be concluded that the root of the problem lies in the lack of innovation in the use of learning media capable of accommodating students' learning needs in the digital age. Students require media that not only present material textually but also provide interactive, engaging, and contextual learning experiences.

One solution is the development of interactive multimedia based on Articulate Storyline for drama appreciation learning. Articulate Storyline is software that enables the development of interactive learning media by integrating text, audio, video, animation, and interactive quizzes. According to Branch (2009), the use of multimedia in learning can increase student engagement through more varied and structured learning experiences. Through this media, students can learn independently and in a directed manner, creating a more engaging and meaningful learning experience. Recent research by Hidayat and Sari (2022) shows that the use of Articulate Storyline in digital-based learning can significantly improve student motivation and learning outcomes significantly. Furthermore, research by Kurniawan et al. (2023) revealed that interactive multimedia based on Articulate Storyline is effective in improving students' conceptual understanding and critical thinking skills. Other findings by Prasetyo and Lestari (2024) also indicate that integrating interactive multimedia into literature learning can increase students' interest and appreciation of literary works. Therefore, transforming drama appreciation learning through interactive multimedia is expected to improve

students' understanding, interest, and appreciation skills.

Several previous studies have shown that the use of interactive multimedia in learning can improve learning outcomes and student engagement. Research by Sari (2020) demonstrated that interactive multimedia is effective in improving students' conceptual understanding. Furthermore, research by Pratama (2021) stated that the use of Articulate Storyline can improve student motivation and learning outcomes. Another study by Lestari (2019) also found that interactive learning media can increase student engagement and creativity in literature learning.

However, research that specifically examines the development of interactive multimedia based on Articulate Storyline in drama appreciation learning at the university level, especially for students of the Indonesian Language and Literature Study Program at UNPARI, is still limited. Therefore, this research has novelty in: (1) focusing on drama appreciation learning at university, (2) developing Articulate Storyline-based media that is adapted to student characteristics, and (3) testing the validity, practicality, and effectiveness aspects of the media in the context of literature learning. Based on this description, this research is important to be carried out as an effort to transform drama appreciation learning to be more innovative, interactive, and relevant to technological developments, so that it can improve the quality of learning in the Indonesian Language and Literature Study Program at UNPARI.

Method/Metode

This research used the Research and Development (R&D) method with the ADDIE model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation (Sugihartini & Yudiana, 2018). The ADDIE model was chosen because of its systematic and flexible structure for developing digital learning products. According to Branch (2009), and supported by Cahyadi (2019), the ADDIE model is effective in developing interactive multimedia because it integrates user needs, instructional design, and ongoing evaluation, resulting in valid, practical, and effective products.

Research Procedures

Analysis: This stage aims to identify problems and needs in drama appreciation learning for UNPARI students. Activities include learning performance analysis, student needs analysis, and material analysis. This analysis is crucial to ensure that media development aligns with user characteristics. According to Dick, Carey, & Carey (2015), the analysis stage is the main foundation in learning design because it determines the direction of targeted product development. Furthermore, Pribadi (2020) emphasized that needs analysis helps identify gaps between ideal and actual learning conditions.

Design: The design stage includes developing learning objectives, materials, display design, and interactive multimedia flows based on Articulate Storyline. Good learning design must consider the principles of multimedia and interactivity. According to Mayer (2021), effective multimedia design must integrate text, images, and audio in a balanced manner to enhance

understanding. Furthermore, modern instructional design theory emphasizes the importance of user-centered design to ensure media aligns with students' needs and learning experiences (Clark & Mayer, 2016).

Development: This stage is the process of creating an interactive multimedia product according to the design. Activities include content development, integration of multimedia elements, evaluation, and expert validation. According to Munir (2017), good interactive multimedia must combine visual, audio, and interactivity elements to enhance learning engagement. Furthermore, recent research by Hidayat (2022) shows that the use of Articulate Storyline in developing learning media can improve the quality of student interaction and conceptual understanding.

Implementation: The implementation phase involves testing the product on students in stages, from individual trials to large group trials. The goal is to determine the practicality and effectiveness of the media in real-world learning. According to Nieveen (2013), product trials in development research are crucial for assessing usability and learning impact. Furthermore, user-based evaluation is a crucial approach to ensuring optimal use of the media (Plomp & Nieveen, 2019).

Evaluation: Evaluation is conducted both formatively and summatively to assess the quality of the developed product. Formative evaluation is conducted during the development process, while summative evaluation is conducted after implementation. According to Stufflebeam & Zhang (2017), evaluation in learning

development aims to ensure the effectiveness, efficiency, and usefulness of the product. Continuous evaluation is also key to producing high-quality learning media.

Data and Data Sources

The data in this study included qualitative and quantitative data. Qualitative data were obtained from interviews, observations, and validator suggestions, while quantitative data were obtained from questionnaires and test results. According to Creswell (2018), the combination of qualitative and quantitative data in development research provides a more comprehensive picture of product quality. Data sources in this study included material experts, media experts, linguists, lecturers, and students of the Indonesian Language and Literature Study Program at UNPARI.

Data Collection Techniques

Data collection was conducted through interviews, questionnaires, and tests. Interviews were used to obtain in-depth information related to learning needs. Questionnaires were used to measure validity and practicality using a Likert scale. Tests were used to measure effectiveness through pretests and posttests. According to Sugiyono (2019), the use of various data collection techniques aims to increase the validity and reliability of research results. Furthermore, Arikunto (2021) emphasized that a good instrument must be able to measure research variables accurately and consistently.

Data Analysis Techniques

Data analysis was conducted using descriptive quantitative methods. Validity analysis uses the Aiken's V formula to determine the level of product validity. Practicality analysis is

conducted by calculating the percentage of user responses. Effectiveness analysis uses the N-Gain Score based on pretest and posttest results. According to Sundayana (2018), N-Gain is an effective method for measuring improvements in learning outcomes. Furthermore, Azwar (2015) states that Aiken's V is a valid technique for measuring expert agreement on an instrument or product.

Result and Discussion

Research Results

Product Development

The product developed in this research is interactive multimedia based on Articulate Storyline for Drama Appreciation learning for students of the Indonesian Language and Literature Study Program at UNPARI. Development was conducted using the ADDIE model, which includes five stages: analysis, design, development, implementation, and evaluation. This development aims to produce valid, practical, and effective learning media to improve students' drama appreciation skills.

Analysis

The analysis stage was conducted to identify problems and needs in drama appreciation learning. Based on observations and interviews with lecturers, several obstacles were identified: (1) learning is still conventional and lecturer-centered, (2) the lack of use of technology-based interactive media, (3) students experiencing difficulty understanding and appreciating elements of drama, and (4) low active student participation in the learning process. The results of the needs analysis indicate that students require learning media that are engaging,

interactive, and able to provide contextual learning experiences. Furthermore, the material analysis focused on basic drama appreciation competencies, such as understanding the intrinsic elements of drama, script analysis, and drama interpretation and performance.

Design

In the design phase, researchers designed interactive multimedia based on Articulate Storyline, taking into account the learning outcomes of the drama appreciation course. Media design included compiling materials, creating a navigation flow, and integrating multimedia elements such as text, images, audio, video of drama performances, and interactive quizzes. Additionally, evaluation instruments were developed in the form of multiple-choice pre- and post-tests to measure student understanding before and after using the media.

Development

The development phase resulted in an interactive multimedia product that was validated by material experts, media experts, and linguists. The validation results showed that: The linguist validation obtained a score of 0.89 (very valid). The media expert validation obtained a score of 0.84 (very valid). The material expert validation obtained a score of 0.91 (very valid). Overall, the average validity score was 0.88, which falls into the very valid category. This indicates that interactive multimedia based on Articulate Storyline is suitable for use in drama appreciation learning.

Implementation

The implementation phase was carried out through trials with students in stages, namely individual (one-to-one),

small group, and large group trials. The results of the practicality test showed that: Lecturer response: 87.5% (very practical). One-to-one test: 90% (very practical). Small group test: 92.31% (very practical). The average practicality reached 91.13% with a very practical category, which indicates that the media is easy to use and helps the learning process.

Evaluation

Tahap evaluasi dilakukan untuk menilai keefektifan media melalui perbandingan hasil pretest dan posttest. Hasil menunjukkan bahwa: Rata-rata nilai pretest: 34,02. Rata-rata nilai posttest: 82,00. Nilai N-Gain: 0,71 (kategori tinggi)

Hal ini menunjukkan bahwa multimedia interaktif berbasis *Articulate Storyline* efektif dalam meningkatkan pemahaman dan kemampuan apresiasi drama mahasiswa.

Trial Data Presentation

Expert Validation Test: The results of the validation test conducted by language, media, and materials experts showed that the product achieved an average score of 0.88, categorized as very valid. Therefore, the product is deemed suitable for use in learning. Practicality Test: The results of the practicality test based on lecturer and student responses indicate that interactive multimedia has a very high level of practicality, with an average score of 91.13%. Effectiveness Test: Based on the pretest and posttest results, an N-Gain score of 0.71 was obtained, which is considered high. This indicates that the use of interactive multimedia can significantly improve student learning outcomes.

Data Analysis Results

Validity: Articulate Storyline-based interactive multimedia achieved an average score of 0.89, which is considered very valid. Practicality: The media achieved a practicality score of 96.15%, which is considered very practical. Effectiveness: The media was declared effective with an N-Gain score of 0.72 (high category).

Final Product Revision

Product revisions were made based on input from language, media, and materials experts. Improvements included linguistic aspects, media presentation, and refinement of the materials to better suit student characteristics. After undergoing the revision process, the final product was declared suitable for use in drama appreciation learning. Based on all development stages and trial results, the interactive multimedia based on Articulate Storyline for drama appreciation learning for UNPARI students proved valid, practical, and effective. This media transformed learning into a more interactive and engaging learning experience, enhancing students' understanding and drama appreciation skills.

Discussion

The development of interactive multimedia based on Articulate Storyline for drama appreciation learning at UNPARI students was conducted using the ADDIE model, which includes five stages: analysis, design, development, implementation, and evaluation. The use of the ADDIE model in this study proved systematic and effective in producing quality learning products. This aligns with research by Cahyadi (2019), which states that the ADDIE model is capable

of producing valid, practical, and effective learning media because it goes through structured and continuous development stages.

During the analysis phase, it was found that drama appreciation learning remains conventional, lecturer-centered, and underutilizes technology-based media. This situation results in low student participation and understanding of drama material. These findings align with research by Rahmawati and Nugroho (2022), which states that drama learning without the support of interactive media tends to be less engaging and reduces student engagement. Therefore, the need for interactive and contextual learning media is crucial for improving the quality of literature learning in higher education.

In the design stage, interactive multimedia was designed by integrating various elements such as text, images, audio, video of the drama performance, and interactive quizzes. This design aims to create a more engaging and meaningful learning experience. These results are supported by research by Mayer (2021), which states that multimedia-based learning that combines various visual and audio elements can improve comprehension and retention. Furthermore, research by Prasetyo and Lestari (2024) also shows that integrating multimedia into literature learning can increase students' interest and appreciation skills.

In the development stage, the resulting product underwent validation by language, media, and materials experts, with an average score of 0.88, categorized as very valid. This indicates that the developed interactive multimedia met the eligibility standards in terms of

content, presentation, and language. These findings align with research by Kurniawan et al. (2023), which stated that interactive multimedia based on Articulate Storyline had a high level of validity after undergoing expert validation, making it suitable for use in learning.

The implementation phase showed that the developed interactive multimedia had a very high level of practicality, with an average score of 91.13%. This indicates that the media is easy to use by lecturers and students and effectively supports the learning process. These results are supported by research by Hidayat and Sari (2022), which stated that the use of Articulate Storyline in learning improves usability and student engagement.

Furthermore, in the evaluation phase, the results showed that the developed interactive multimedia was effective in improving student learning outcomes. This is evidenced by the N-Gain value of 0.71, which is considered high. This increase indicates a significant difference between the pretest and posttest results. This finding aligns with research by Putri et al. (2023), which states that the use of interactive multimedia in learning can significantly improve conceptual understanding and learning outcomes.

Overall, the results of the validity, practicality, and effectiveness tests indicate that the developed Articulate Storyline-based interactive multimedia meets the eligibility criteria as a learning medium. Product revisions based on expert input also contributed to the media's refinement, making it more tailored to student needs. This aligns with research by Plomp and Nieveen

(2019), which emphasized that the revision process in development research is crucial for producing high-quality products tailored to the user's context. Therefore, Articulate Storyline-based interactive multimedia has been shown to transform drama appreciation learning into a more interactive, engaging, and effective learning experience. This media not only enhances student understanding but also encourages active participation and interpretive skills in drama. These results reinforce the findings of Prasetyo and Lestari (2024) that technology integration in literature learning can improve the quality of learning and students' overall learning experience.

Conclusion

Based on the research results, the development of interactive multimedia based on Articulate Storyline for drama appreciation learning at UNPARI students, conducted using the ADDIE model (analysis, design, development, implementation, and evaluation), proved systematic and effective. Each development stage resulted in a learning product tailored to student needs, from problem identification to final evaluation. The use of this model provides a clear framework for designing innovative learning media that is relevant to technological developments.

The feasibility test results indicate that the developed interactive multimedia meets the criteria of validity, practicality, and effectiveness. The product's validity level is categorized as very valid, with an average score of 0.88, indicating that the media is appropriate in terms of material, language, and presentation. Furthermore, the practicality level reached an average of 91.13%, indicating that the media is

easy to use by lecturers and students in the learning process. In terms of effectiveness, the N-Gain value was 0.71, which is considered high, demonstrating the media's ability to improve student learning outcomes and understanding in drama appreciation.

Overall, interactive multimedia based on Articulate Storyline is able to transform drama appreciation learning into a more interactive, engaging, and meaningful one. This media not only enhances students' understanding of drama material but also encourages active involvement and interpretive skills. Therefore, the developed product is suitable for use as an alternative innovative learning medium in higher education, particularly in the drama appreciation course in the Indonesian Language and Literature Study Program at Parahyangan Catholic University (UNPAR).

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