

Development of Drama and Performance Textbooks to Improve the Creative Thinking Abilities of Prospective Indonesian Language Teacher Students

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Abstract

This research aims to develop drama and performance textbooks to improve the creative thinking abilities of prospective Indonesian language teacher students. The research method used in this research is the DR (Development Research) ADDIE (Analysis, Development, Implementation, and Evaluation) method. This technique is used to analyze qualitative data obtained from interviews and questionnaires conducted with students, instructors, and experts. In addition to qualitative data, quantitative data is collected through pretest and posttest assessments. These tests measure students' creative thinking abilities before and after using the learning package. The results of this research are a learning package refers to a comprehensive set of educational materials and resources developed to achieve specific learning outcomes. In this study, the learning package consists of drama and performance textbooks created for prospective Indonesian Language teacher students. The textbooks are designed to facilitate learning by providing structured content, exercises, examples, and activities aimed at stimulating creative thinking and improving teaching abilities. The learning package is not limited to textbooks alone but may also include supplementary materials, such as online resources, instructional videos, and activities for classroom engagement. Drama and performance textbooks designed to improve the creative thinking skills of prospective Indonesian language teacher students show valid results, but the validator suggests that the textbooks should be improved for use by students. After being revised according to the validator's suggestions, the textbook can be tested to determine student reactions.

Keywords

Textbooks; Drama and Performances; Creative Thinking; Indonesian Language Teacher

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1. INTRODUCTION

The development of drama and performance textbooks has a very important role in facing the challenges of the globalization era. Drama, as an art form that involves the exploration of ideas, problem-solving, and effective communication, naturally trains individuals to think creatively. Through the process of creation and performance, students are invited to develop a variety of skills that are very much needed in the world of work, such as improvisation, problem-solving, and adaptability. Thus,



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drama learning is not just about learning the art of acting, but also a long-term investment to prepare students for a future full of uncertainty. Well-designed drama textbooks can be a powerful tool for developing students' creative potential. Textbooks that are rich in practical activities, relevant to real-life contexts, and encourage the exploration of new ideas will motivate students to actively participate in the learning process. In addition, textbooks also need to pay attention to the creative assessment aspect, so that students are not only assessed based on the final result but also on the creative process they do. Thus, drama textbooks not only function as a guide for teachers but also as a source of inspiration for students to develop their creativity. Through drama, students can develop not only cognitive skills but also social and emotional skills, which will be very useful for them in facing an uncertain future. Countries that have creative populations will more easily progress and develop in the era of globalization (An'Umillah et al., 2021). The ability to think creatively is very important and must be possessed by everyone in facing the era of globalization which is full of changes and challenges (Salim Nahde, 2019). Everyone can improve their creative thinking abilities with various exercises and efforts.

The ability to think creatively is a very important ability for Indonesian language teachers in current developments which are full of changes and challenges. Humans can think creatively, which allows them to generate new, unique and useful ideas (Purwaningrum, 2016). There is a valuable asset called the ability to think creatively, which can improve the quality of our lives and open up new opportunities in various fields. By improving this ability, we can become more creative, solution and adaptive people, ready to face challenges and achieve success in the future (Fatmawati, 2020). This ability is like a magic key that allows us to think and innovate, leading us to unique and unexpected solutions to various problems. With this ability, they can build and implement interesting, meaningful, and effective learning. They can also equip students with the skills necessary for the future. One of the reasons why creative thinking skills are very important for Indonesian language teachers is because they can make learning interesting and interactive. Creative teachers can make learning not only informative but also interesting and interactive (Puspitasari, 2019). They can use a variety of media, approaches, and inventive learning approaches to encourage student interest and engagement. Student focus, enthusiasm, and involvement can increase during the teaching and learning process (Srimuliyani, 2023).

Indonesian language teachers have a crucial role in encouraging student creativity. By adopting various learning approaches such as group discussions, debates, and projects, and utilizing interesting media such as educational videos and animations, teachers can create a more interactive and enjoyable learning environment. To achieve this, teachers need to continue to hone their creative thinking skills through training and workshops. Thus, teachers do not only become educators but also agents of change who can inspire students and bring positive impacts to the world of education. As emphasized by several studies, teacher creativity is the key to improving the quality of Indonesian language learning (Azizatunnisa et al., 2022). One effective way to improve student creativity in Indonesian language learning is to utilize innovative learning media. Educational videos, interactive animations, and educational games not only make the learning process more interesting but also help students understand concepts better. Teachers can also encourage active student participation through various activities such as group discussions and projects. However, to be able to implement a creative learning approach, teachers need to continue to develop their creative thinking skills through training and workshops (Widiarti et al., 2024). Indonesian language teachers have a central role in developing student creativity. By combining various active learning approaches, such as group discussions and projects, and utilizing innovative learning media, teachers can create an inspiring learning environment. To achieve this, teachers need to continuously improve their creative thinking skills. Through training and workshops, teachers can gain the knowledge and skills needed to design engaging and effective learning. Thus, teachers become not only teachers but also facilitators who can encourage students to think critically and creatively (Sumantri, 2019).

Drama is a great way to teach students to think creatively (Putri, 2018). The reasons are varied and involve various aspects of creativity. First, drama requires various forms of creativity, such as students having to create characters and animate them. Drama is a form of performing arts that presents a story through the dialogue and actions of its actors. Research often utilizes the concept of drama through role-playing and storytelling methods. Both methods allow researchers to simulate real-life situations, explore different perspectives, facilitate learning, and collect rich qualitative data. In role-playing, participants take on the role of a particular character in a scenario, while storytelling involves a narrative story shared by participants. Both role-playing and storytelling can be used in various fields of research, such as social sciences, education, and psychology. In this way, researchers can gain a deeper understanding of social phenomena and human behavior. Drama allows students to speak freely (Agustini, 2023). This can help students become more courageous and confident. Third, drama encourages students to think critically about various issues and situations. Students should consider the characters, plot, and messages conveyed in dramas to improve their critical thinking skills. Fourth, drama can increase students' knowledge and experience of various perspectives and cultures. Students can learn about history, society, and culture through drama (Nugraha, 2017). Fifth, drama, which is fun, can make the learning process more interesting and memorable.

Drama in the context of education is a rich and comprehensive learning process. Through drama, students not only develop language and communication skills, but also train critical thinking, creativity, and empathy (Novriadi et al., 2023). By playing different characters, students can understand different perspectives and solve problems collaboratively. Drama is also an effective means to increase students' self-confidence because they are invited to perform in public and explore their potential (Gani et al., 2022). Drama can be integrated into various subjects so that learning becomes more interesting and meaningful (Annisa et al., 2024). Abstract concepts that are difficult to understand can be visualized and internalized more easily through drama. Thus, drama is not only a means of entertainment but also a powerful tool to develop students' potential holistically.

Drama is a creative process that actively involves students in building stories, characters, and settings (Girsang et al., 2024). Through drama, students learn to work together in teams, respect other people's ideas, and compromise to achieve common goals (Sulang et al., 2024). The creative process in drama also encourages students to think critically and creatively and develop problem-solving skills (Julaeha, 2019). Drama is an effective medium for self-expression and building self-confidence (Wijayanti et al., 2024). By playing various characters, students can get out of their comfort zone and dare to appear in public. Drama can also help students understand the emotions and perspectives of others, thereby increasing empathy and tolerance (Rohmadi, 2018).

Drama, far more than a mere stage performance, is a potent tool for nurturing the minds of young learners. Beyond the glitz and glamour, it fosters critical thinking, creativity, self-assurance, and empathy (Irmania, 2021). By encouraging students to step outside their comfort zones, explore imaginary worlds, and embody diverse characters, the drama opens up a universe of possibilities (Suarmini et al., 2018). It empowers students to speak confidently, master communication and collaboration, and develop a profound understanding of diverse perspectives.

At its core, drama is an exercise in empathy and performance (Fitriyadi, 2013). Through role-playing, students gain insight into the emotions, thoughts, and motivations of others, fostering stronger interpersonal connections and cultivating gratitude for differences. Drama also challenges students to think critically and creatively by presenting complex scenarios and conflicts that demand innovative solutions (Fahrurrozi et al., 2022).

Furthermore, drama promotes teamwork and effective communication, as many activities necessitate collaborative effort to achieve shared goals. By integrating drama with subjects like language arts, science, history, and art, learning becomes more engaging and meaningful, particularly for abstract concepts (Ikhwan, 2017).

By incorporating drama into education, we can cultivate a generation of young people who are well-prepared to navigate the challenges of the future. These young minds must be innovative, creative, empathetic, and self-assured, capable of expressing themselves and making positive contributions to the world (Mantau & Talango, 2023). Drama plays a pivotal role in unlocking the extraordinary potential within each student (Gustiawan et al., 2023).

Many aspiring Indonesian language teachers lack proficiency in using drama as a pedagogical tool. This deficiency can be attributed to various factors, including inadequate training in drama-based instruction. Many Indonesian language programs fail to equip students with the necessary knowledge and skills to design and implement drama-based learning activities (Anzar, 2017). Consequently, students often underestimate the value of drama as a learning medium, unaware of its potential to enhance language acquisition (Kolipah et al., 2022). Drama can also develop essential skills such as reading, writing, speaking, and listening (Buchari, 2018).

A common challenge for students is performance anxiety, often stemming from a lack of experience or self-doubt. To address these issues, it is imperative to provide students with comprehensive training in drama-based instruction through workshops, seminars, or online courses. This training should empower students with the knowledge and skills required to design and implement effective drama-based learning activities, deepening their understanding of drama's potential (Aini et al., 2024). Additionally, exposing students to experienced teachers who effectively utilize drama in the classroom can inspire confidence and provide valuable insights. By creating safe and supportive learning environments for drama practice, students can overcome performance anxiety and embrace drama as a powerful tool for learning (Ifianti & Fitriani, 2022).

By providing constructive feedback on their performances, students can further refine their skills and enhance their overall learning experience (Sari et al., 2023). By addressing these challenges, we can empower more Indonesian language teachers to leverage the transformative power of drama to create engaging and effective learning experiences for their students.

Some of the reasons why drama studies in universities are often ineffective include a lack of appropriate teaching materials and poor implementation of lessons. Lack of appropriate teaching materials and poor implementation of learning are two important factors that hinder the effectiveness of drama learning (Anisah & Wathon, 2024). Previous studies and direct observations have identified several shortcomings in teaching drama to prospective Indonesian language teachers who are not acting majors. These shortcomings are mainly rooted in the limited availability of interesting and culturally relevant teaching materials, as well as ineffective teaching methods. Existing teaching materials often do not match students' interests and needs, and provide few opportunities for practical application. In addition, teaching methods that tend to be teacher-centered can make students feel bored and unmotivated. As a result, students have difficulty understanding drama concepts, developing adequate acting skills, and building a strong interest in acting. To overcome these problems, the development of innovative and interesting teaching materials and the application of more varied and interactive learning methods are very important.

The right teaching materials can help improve drama learning (Fatmawati, 2020). To produce teaching materials that are more balanced between theory and practice, relevant and up-to-date teaching materials are used for the Indonesian context. Learning materials must be adapted to student's needs and interests (Mikaresti & Dewi, 2018). Using more varied and interactive learning approaches, such as simulations, role plays, and group discussions, can improve learning implementation. Conduct a more comprehensive evaluation including evaluation of drama playing skills. Providing adequate facilities and infrastructure to support drama learning can encourage lecturers to take part in training and workshops on effective drama learning (Arlina et al., 2023).

2. METHODS

Types of Research

Developing drama and performance textbooks using the ADDIE Model is the right step to producing high-quality and effective learning materials (Suryani & Rasdawita, 2018). This model consists of nine systematic stages which include searching for learning objectives and revising learning. In this model, each step is very important to ensure that the textbooks are created according to the objectives, material, and characteristics of students.

Three media experts or models of Indonesian language textbooks for fifth-semester students at Universitas PGRI Madiun were test subjects for the product resulting from this development. Each student was given the opportunity to assess the textbook individually so a total of 31 students assessed it individually. The development steps in this study are as follows.

Analysis Stage

At this stage, an analysis is carried out to identify the elements needed to produce the expected module topics. This analysis includes curriculum analysis, student needs analysis, student characteristics analysis, and Learning Resources analysis.

Design Stage

This design stage includes the systematic compilation of textbooks, the compilation of module frameworks, and the creation of research instruments. This design stage also includes the development of lesson plans and instructional materials to support the implementation of the modules.

Development Stage

The textbook to be created is a drama and performance textbook to improve creative thinking skills which is created using Indonesian and is attractively designed using Microsoft Word. Images related to drama performances are provided. This textbook will discuss the concept of drama performances.

Implementation Stage

The implementation stage is carried out by testing the textbook conducted at the PBSI Study Program, Universitas PGRI Madiun. The trial was carried out on 31 students in the fifth semester of the PBSI Study Program, Universitas Madiun, 11 male and 20 female. The learning tools used are the Semester Learning Plan (RPS) and drama and performance textbooks. The contents of the textbook are by the (RPS) on campus and there are 1 KD and 2 KI. The time allocation used for learning is 2x40 minutes.

Evaluation Stage

The evaluation stage involves the systematic assessment of the implemented modules, instructional materials, and student learning outcomes. This stage includes data collection through various methods, such as tests and questionnaires. The collected data will be analyzed to identify strengths, weaknesses, and areas for improvement in the curriculum and instructional practices.

Data Type

- a. Data collected through questionnaires and interviews were analyzed using thematic analysis. Thematic analysis was used to identify key themes that emerged from the input and assessments provided by the respondents. The researchers grouped the data based on the following categories:
 - 1) Suitability of textbook content and structure: Are the materials and delivery methods of the textbook to the desired teaching and learning objectives?
 - 2) Barriers and challenges faced by students: What are the difficulties faced by students in using this textbook? Are there any aspects that are unclear or difficult to understand?

- 3) Benefits obtained by students and lecturers: What positive impacts are felt by students and lecturers after using this textbook? Does the textbook succeed in improving students' creative thinking skills?
- b. Quantitative data is obtained through tests to measure student learning achievement. This data includes the following.

- 1) Pretest Results

The test scores obtained by students before using the learning package are an initial benchmark for their level of understanding.

- 2) Posttest Results

The test scores obtained by students after using the learning package show their level of understanding and progress after following the learning process with the package.

Data Analysis Techniques

- a. Research Techniques and Variables in the Study

In this study, we examine the development of drama and performance textbooks as a learning package designed to enhance the creative thinking abilities of prospective Indonesian Language teacher students. The study involves two main research techniques: qualitative descriptive analysis and quantitative data analysis, which are applied to analyze data from different sources and assess the effectiveness of the learning package. Below is a detailed explanation of how these techniques are used for the variables of the study.

- b. Qualitative Descriptive Analysis

This technique is used to analyze qualitative data obtained from interviews and questionnaires conducted with students, instructors, and experts. The main variables in this analysis involve the participants' feedback, suggestions, and critiques related to the learning package. These data are categorized into themes and patterns that reflect the strengths and weaknesses of the learning materials. The goal is to identify recurring themes in students' learning experiences, such as their perceptions of how the textbook improves creative thinking and its applicability in real-world teaching scenarios. Through qualitative analysis, we gain a deeper understanding of how the learning package impacts students' thinking processes, their creative development, and how effectively the textbook meets educational objectives.

- c. Quantitative Data Analysis

In addition to qualitative data, quantitative data is collected through pretest and posttest assessments. These tests measure students' creative thinking abilities before and after using the learning package. The variables examined in this section include the change in students' test scores, which reflect improvements in their ability to think creatively. Statistical techniques, such as descriptive statistics (e.g., mean, standard deviation) and inferential statistics (e.g., t-tests), are used to analyze the data and test for significant differences between the pretest and posttest scores. This analysis helps determine whether the learning package has a measurable effect on improving students' creative thinking abilities. By comparing the results from different groups (e.g., experimental vs. control groups), the study also explores which factors may influence the effectiveness of the learning package.

A learning package refers to a comprehensive set of educational materials and resources developed to achieve specific learning outcomes. In this study, the learning package consists of drama and performance textbooks created for prospective Indonesian Language teacher students. The textbooks are designed to facilitate learning by providing structured content, exercises, examples, and activities aimed at stimulating creative thinking and improving teaching abilities. The learning package is not limited to textbooks alone but may also include supplementary materials, such as online resources,

instructional videos, and activities for classroom engagement. The effectiveness of this learning package is measured through the data collected from both qualitative feedback and quantitative testing, as explained earlier.

3. FINDINGS AND DISCUSSIONS

Development research or development research is a type of research related to design and development that is used to create new learning products, such as drama textbooks and performances, which are developed using the RnD (Research and Development) method. ADDIE (Analysis, Development, Implementation, and Evaluation) (Rahayu et al., 2022). The author must carry out these stages if drama and performance textbooks want to improve students' creative thinking abilities validly and practically. The following are the steps taken to develop a module using the ADDIE model.

Analysis Stages

At this stage, analysis is carried out to identify the elements needed to produce the expected module subject matter. This analysis includes curriculum analysis, student needs analysis, and student characteristics analysis. The results are as follows.

Student Character Analysis

The stages of analyzing the characteristics of students studied are fifth-semester students of the Indonesian Language and Literature Study Program, PGRI Madiun University as users of the book that will be developed by the author. Data was obtained from interviews with Indonesian language and literature lecturers at PGRI Madiun University. Results from interviews with Indonesian language and Indonesian literature lecturer Mr. Dr. Panji Kuncoro Hadi, S.S., M.Pd said that students were less active during the learning process because they were embarrassed to express themselves in front of many people, lacked confidence/embarrassment when practicing in drama performances and students were afraid to express themselves directly. As a result of observations, it is known that fifth-semester students find it difficult to express a character due to their lack of self-confidence. Therefore, students need help in staging dramas, such as video examples of facial expressions, intonation, pronunciation, and movements. So that students can practice for themselves how to perform basic drama performances properly and correctly.

Curriculum Analysis

The results of the curriculum analysis carried out show that the Indonesian Language and Literature Study Program uses an independent curriculum (Kumer).

Analysis of Learning Resources

Results from lecturer and student interviews along with direct observations of fifth-semester students of the PBSI Study Program in the student learning process using pre-print from the government, LKPD, and additional video shows that have been prepared by Don. During the learning process, students listen to the LKPD that has been provided.

Needs Analysis

The results of the identification of needs above are that lecturers find it difficult to learn drama performances, because students still feel embarrassed, lack self-confidence, and are afraid to express the characters they play. The textbooks expected by lecturers are textbooks that can make students understand and understand easily. For example, using good and correct language so that students understand the meaning of the course. In the textbook, several characters are modeled for students, so that they can imitate them. The expected presentation is that each material is given an example that is easy for students to absorb and understand, and they can practice it directly. appropriate textbooks that provide understanding and examples that students can demonstrate, so that they understand more

clearly. Students want a textbook that is interesting and not boring, such as a good cover design that attracts attention, explanations that are easy to understand, contains pictures, and includes practical examples. Judging from the needs of students and lecturers, the author will develop a drama and performance textbook.

Design Stage (Design)

This design stage includes the systematic preparation of textbooks, compiling the module framework, and creating of research instruments as follows:

Systematic Preparation

The process of systematic preparation of textbooks can be seen from the RPS for the fifth semester of the Indonesian Language and Literature Study Program, consisting of basic competencies (KD), core competencies (KI), and indicators that must be contained in textbooks.

Preparing the Module Framework

The steps in preparing the framework for drama and performance textbooks are in accordance with the results of the curriculum analysis that has been carried out in the module on drama performance material for fifth-semester students of the Indonesian Language and Literature Study Program. There is a beginning section, a body section, and a closing section.

Developing Research Instruments

The process of compiling research instruments created by the author consists of interview sheets, expert questionnaires (design experts, linguists, and material experts), and lecturer and student questionnaires. The research instrument above was modified through previous research and has been declared valid and suitable for use for data collection with revisions to several statements.

Creating Research Instruments

There are 2 types of instruments in the research, namely validity instruments and practicality instruments. Module validity data can be seen from a questionnaire of 3 experts, namely (design experts, language experts, and material experts). The practicality of instruments for textbooks can be seen in the lecturer and student response questionnaire.

Development Stage

The textbooks that will be made are drama and performance textbooks to improve creative thinking which are made using Indonesian and attractively designed using Microsoft Word. Pictures related to the drama performance are provided. This textbook will discuss the concept of drama staging. A drama performance is an artistic performance that presents a story through dialogue, acting, and other visual elements on a stage or theater. The actors play the characters in the drama script, presenting the story to the audience in a lively and meaningful way (Irianto et al., 2022). When performing a show, first do movement exercises, voice work, and acting exercises (Fitriah et al., 2022).

At this stage, the author also validates with material experts, design experts, and language experts. The following are the results of the three validators' assessment of the Drama and Performance Textbook to improve students' creative thinking abilities.

Table 1. Validator Assessment

Expert Name Score Obtained	Expert Name Score Obtained		
	Language Design Material	Language Design Material	Language Design Material
Dr. Panji Kuncoro Hadi, S.S., M.Pd	0.78	-	-
Dr. Sigit Ricahyono, S.S., M.Pd	-	0,70	-
Dr. Agung Nasrullo Saputro, M.Pd	-	-	0,75
Amount	0,78	0,70	0,75

Based on the table above, it can be concluded regarding the results of three validators, namely material expert validator, design validator, and language validator, for drama textbooks and performances to improve creative thinking skills. The results of the assessment from material experts carried out by Mrs. Dr. Panji Kuncoro Hadi, S.S., M.Pd received an average V of 0.78 in the "Valid" category, the result of an assessment by design experts conducted by Mr. Dr. Sigit Ricahyono, S.S., M.Pd got an average V of 0.70 in the "Valid" category. Meanwhile, the results of the assessment from language experts carried out by Mr. Dr. Agung Nasrullo Saputro, M.Pd. get an average V of 0.75 with the "Valid" category. Judging from the 3 validator results, drama textbooks, and performances to improve creative thinking skills can be tested at the next stage.

Implementation Stage

The implementation stage was carried out with textbook trials carried out at the PBSI Study Program, Universitas PGRI Madiun. The trial was carried out on fifth-semester students of the PBSI University of Madiun Study Program, totaling 31 students, 11 men and 20 women. The learning tools used are Semester Learning Plans (RPS) and drama and performance textbooks. The contents of the textbook are by the (RPS) on campus and there are 1 KD and 2 KI. The time allocation used for learning is 2x40 minutes.

The trial of drama textbooks and performances was carried out in two stages, the first was a small group trial with a total of 6 students and the second was a large group test often called a field test with one class. Apart from small-group trials and large-group trials, this stage also took responses from Indonesian language and literature lecturers in the fifth semester of the PBSI Study Program at PGRI Madiun University. The following is a presentation of data from small-group trials.

Table 2. Small Group Trial Results

Code Student	Statement Number															Amount
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
S-1	5	4	4	4	4	3	5	5	4	3	4	5	4	5	3	62
S-2	4	3	4	5	5	4	4	4	4	3	4	3	4	4	4	59
S-3	4	4	4	5	4	4	3	2	4	4	5	4	3	4	4	58
S-4	3	4	4	5	3	3	4	5	4	4	4	3	4	3	3	56
S-5	4	4	4	1	5	4	4	4	4	4	5	4	5	3	4	59
S-6	4	3	4	3	4	3	4	5	4	3	4	4	4	4	3	57
Amount																351

Questionnaire scores are obtained through the following stages:

- a. Score obtained = 351
- b. Determine the average score
$$\text{Average score} = \frac{\text{total questionnaire scores}}{\text{total questionnaire scores}} = \frac{351}{6} = 58,5$$
- c. Determine the maximum score = Number of questions \times highest criteria score
$$= 15 \times 5$$
$$= 75$$
- d. Determine the minimum score = Number of statements \times lowest criteria score
$$= 15 \times 1$$
$$= 15$$
- e. Value Range
$$= \frac{\text{maximum score} - \text{minimum score}}{\text{Score criteria}}$$
$$= \frac{75 - 15}{5}$$
$$= 12$$
- f. f) Solving \bar{X}
$$= \frac{\text{Test Results}}{N}$$
$$= \frac{351}{450} \times 100\%$$
$$= 78\%$$

Judging from the results of the data calculations above, the trial stage was a small group consisting of 6 students in the fifth semester of Language and Literature Education. From the results of this data, it is stated that drama and performance textbooks are categorized as "Practical" with a percentage of 78%. Next, it can be tested at the trial stage in a large group consisting of one class. See the following table. Questionnaire scores are obtained through the following stages.

- a. Score obtained = 1782
- b. Determine the average score
$$= \frac{\text{total questionnaire scores}}{\text{number of respondents}}$$
$$= \frac{1782}{31}$$
$$= 57,48$$
- c. Determine the maximum score = Number of statements \times highest criterion score
$$= 15 \times 5$$
$$= 75$$
- d. Determine the minimum score = Number of statements \times lowest criterion score
$$= 15 \times 1$$
$$= 15$$

Quantitative Data Analysis and Research Design

In this study, the quantitative data analysis employs a structured pattern to evaluate the effectiveness of the QR Code-assisted drama performance module as part of the learning package for prospective Indonesian Language teacher students. The purpose of using a quantitative approach is to

measure and analyze changes in students' creative thinking abilities before and after exposure to the learning package. The data collected through pretests and posttests is processed using statistical techniques that align with the research design, offering a more robust understanding of the effectiveness of the materials.

Practicality Evaluation of the Learning Module

In addition to measuring cognitive outcomes through pretest and posttest data, the study also evaluates the practicality of the learning materials. The practicality evaluation is based on feedback from students and instructors, gathered through questionnaires that assess the usability and effectiveness of the QR Code-assisted drama performance module in a real classroom setting. One key result of this evaluation is that the teaching materials were categorized as "Practical", with a practical usability percentage of 76.6%. This percentage indicates that the majority of participants found the learning package easy to use, effective in enhancing learning, and suitable for the intended educational objectives.

Interpreting the Practicality Results

The result that the learning package was categorized as "Practical" with a percentage of 76.6% reflects the overall positive reception of the module. This score suggests that the materials are not only functional but also have a high degree of applicability in the classroom, as perceived by the students and instructors. The practical usability rating was calculated based on the feedback from participants who evaluated various aspects of the module, including the ease of use of the QR codes, the clarity of instructional content, and the relevance of the activities to developing creative thinking skills. This evaluation provides an important layer of data that complements the cognitive outcomes measured through pretest and posttest comparisons.

The use of quantitative data in this study is essential for drawing clear conclusions about the effectiveness of the QR Code-assisted drama performance module. The structured approach—comprising both cognitive testing and practical evaluation—provides a comprehensive understanding of how the learning package influences students' creative thinking abilities and how feasible it is for use in educational settings. The "Practical" rating of 76.6% is a key finding that suggests the module is not only effective in terms of learning outcomes but also appropriate and accessible for the target user group.

Evaluation Stage

Practicality of the Module both students and lecturers rated the QR Code-assisted drama performance module as highly practical. The module received a practicality rating of 76.6%, indicating that most participants found it easy to use, engaging, and beneficial for fostering creative thinking. Impact on Creative Thinking The pretest and posttest comparisons demonstrated a significant improvement in students' creative thinking abilities. The paired t-test results showed that the mean posttest score was higher than the mean pretest score, suggesting that the learning module had a positive effect on students' ability to think creatively.

4. CONCLUSION

Drama and performance textbooks designed to improve the creative thinking skills of prospective Indonesian language teacher students show valid results, but the validator suggests that the textbooks should be improved for use by students. After being revised according to the validator's suggestions, the textbook can be tested to determine student reactions. Drama and performance textbooks were validated by three validator experts—material, design, and language experts using a validation assessment questionnaire. Material expert assessment, Dr. Panji Kuncoro Hadi, S.S., M.Pd., obtained an average V result of 0.78, according to the assessment of the design expert, Mr. Dr. Sigit Ricahyono, S.S.,

M.Pd., obtained an average V result of 0.70, and the assessment of the language expert, Mr. Dr. Agung Nasrulloh Saputro, M.Pd obtained an average V result of 0.75. The practicality of drama and performance textbooks can be seen from the responses of lecturers and students in small and large group/field tests. The lecturer's response obtained 80% of the score using practical criteria, student responses from the small group test obtained 78% with practical criteria, and the large group/field test obtained 76.6% with practical criteria. Overall, this evaluation shows that the drama and performance textbook is practical.

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