Design and Validation of a Wayang Drama Structure Teaching Module Based on the ADDIE Framework

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ABSTRACT

The Wayang Drama Structure course is a new course that requires more references in the teaching process. Therefore, this study aims to produce a teaching module for the Wayang Drama Structure course. This research was conducted by applying the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) research and development model. Data collection was carried out using questionnaires. The questionnaires were filled out by research subjects consisting of subject matter experts, media experts, and students. The data obtained through the questionnaires was then analyzed using quantitative descriptive analysis. The results showed that the teaching module that was developed met the feasibility requirements. The material feasibility data obtained was 80% in the good category, the media feasibility level was 88% in the very good category, and the small group trial feasibility level was 82.68% in the very good category. Thus, this teaching module draft is ready and very feasible to be used for learning in the Wayang Drama Structure course.

Keywords: Research and Development, Teaching Module, Wayang Drama Structure

INTRODUCTION

In the learning process, teaching materials play a very important role. The existence of teaching materials can help implement a more effective teaching and learning process. For lecturers who use teaching materials, they can save time in teaching and improve the learning process to be more effective and interactive (Jasiah, 2019). Teaching materials as a medium and source of information in learning are very important in adding to and increasing the effectiveness of learning (Marhadi et al, 2023). Therefore, teaching materials have an important role as a support and supplement for the learning activities in a course.

There are several types of teaching materials, one of which is written teaching materials in the form of modules. According to Smaldino et al. in Rahmi et al. (2021), learning modules are complete teaching units designed to be used by learners without the presence of a teacher or lecturer. Furthermore, Dewi (2023) states that modules are independent teaching materials that can help students develop their

competencies independently according to their abilities. Thus, modules are designed to contain complete material and can be used independently without the presence of a lecturer.

The development of modules in learning has a purpose. The objectives of writing modules according to Rahdiyanta in Fauzan et al. (2021) include (1) Simplifying and clarifying the presentation of messages so that they are not too verbal; (2) Providing a solution to the limitations of space, time, and the abilities of students; (3) Use can be varied and can be used appropriately; (4) Can be used appropriately and varied; (5) Boosting the enthusiasm and motivation of students in learning; (6) Developing the potential of students in their environment; (7) Enabling students to learn independently; and (8) Enabling students to evaluate and measure their abilities independently. Safitri & Adinugraha (2022) also state that the development of effective modules will maximize their potential for use as teaching resources. Therefore, the writing of modules will be useful for the teaching and learning process.

Modules as teaching materials have specific characteristics that are different from other teaching materials. The Education Development Agency of the Ministry of Education and Culture in Kosasih (2021) defines a teaching module as the smallest unit of a teaching and learning program that is very detailed and states the following: (a) general instructional objectives to be achieved; (b) topics that will be used as the basis for the teaching and learning process; (c) specific instructional objectives to be achieved by students; (d) the main points of the material to be studied and taught; (e) the position and function of the unit (module) in a broader program; (f) the role of educators in the teaching and learning process; (g) the tools and resources to be used; (h) learning activities that must be carried out and internalized by students in sequence; (i) worksheets that must be filled out by students; (j) evaluation programs to be carried out by students during the learning process.

Historically, wayang performances were a medium for worshipping ancestral spirits, known as hyang or dahyang. To communicate with these ancestral spirits, the Javanese people needed the help of a shaman. This is the origin of wayang. Wayang comes from the word hyang, which developed into wayang, while shaman later became dalang (Masroer, 2015).

Wayang, which originated from the worship of ancestors in ancient times, was developed during the Hindu era, then underwent renewal during the arrival of Islam and continued to evolve during the Javanese kingdoms, the colonial era, the independence era, and up to the present (Harsrinuksmo 1999). Compared to the early period, wayang today has undergone a shift in function, from being a means of communicating with ancestors to becoming a performance that serves as entertainment full of order and guidance. Wayang purwa performances, which take the form of entertainment, order, and guidance, offer various life lessons that are rich in moral values. These values are conveyed through guyon parikena, humor, or entertainment (Widayat, 2022).

Wayang performances, in this case wayang purwa, are presented inseparably from a number of elements that make them a complete structure. These building blocks include the literary elements spoken by the dalang and the story elements. There are two literary elements recited by the dalang,

namely *suluk* and *catur*. Suluk emphasizes the form of the song and its presentation in the form of a chant, while catur is simply recited with intonation or a speaking song. Suluk emphasizes the atmosphere of the scene in question so that it does not greatly affect the plot, while catur is closely related to the story or greatly affects the plot. In addition to the words spoken by the puppeteer, other elements of wayang literature include themes, plots, characters, and settings, each of which is bound by convention. A wayang performance cannot be separated from the supporting elements of the performance, including the dalang, kelir, wayang, *gedebog* (banana trunk), gamelan, blencong, and kepyak (Widayat, 2022). All of these elements, from the literary elements spoken by the dalang, story-building elements, and supporting elements, make a wayang performance a presentation that combines the elements of dramatic art through stories presented orally by the dalang, the art of sound from the gamelan and sindhen accompanying the performance, and the art of sculpture with the beauty of the carved forms and coloring of each wayang character.

Based on an interview with the Head of the Regional Language Education Department, Prof. Dr. Afendy Widayat, M.Phil., it was revealed that the Wayang Drama Structure course is a course taken by students. This course is a new course that will be taught in the 2024/2025 academic year. The students taking this course are those in their fifth semester. The Wayang Drama Structure course is a required course for students in the Javanese Language Education program, Faculty of Language, Arts, and Culture, Universitas Negeri Yogyakarta. Additionally, this course is also offered as part of the Merdeka Belajar-Kampus Merdeka (MBKM) program. As such, this course can also be taken by students from various study programs who are interested in deepening their knowledge of the world of wayang.

The general description of the Wayang Drama Structure course is to learn the basic knowledge of wayang and analyze wayang stories that have developed in society. Basic knowledge of wayang consists of the types of wayang, the equipment used in wayang performances, and the philosophy contained in wayang in general (Arikunto & Safruddin, 2009). The analysis of wayang stories begins with an initial understanding of the various types of wayang stories. After that, students will learn about the conventional structures that have developed in wayang performances.

As a new course, there are no learning modules as a reference for lectures. The existence of these teaching modules will facilitate students and greatly support the achievement of Course Learning Outcomes (CPMK). The intended Course Learning Outcomes are (1) Appreciating wayang art as it is recognized as a noble art, (2) Appreciating wayang drama literature as a literary art with its own structure, (3) Mastering the theories in wayang that concern various conventions in wayang and the possibilities-possibilities for its development, (4) Being able to apply various theories about the structure of wayang, (5) Being able to analyze the structure of wayang, and (6) Students can identify, analyze, develop, evaluate, and provide an understanding of the dramatic structure of wayang kulit in accordance with the learning conditions and context.

In practice, in the Wayang Drama Structure course, students mostly analyze the purwa wayang genre. According to Widayat, et al. (2024), purwa wayang in Indonesia takes its original stories from the Ramayana and Mahabharata, sometimes developing local elements that emerge from indigenous Indonesian culture. Local elements in the stories include feudalism and Javanese society. This is an example of how wayang purwa does not solely refer to the Ramayana and Mahabharata texts. The choice of wayang purwa is motivated by the development of wayang purwa performances, which are more prevalent than other types of wayang. The analysis developed by students in this course is not limited to conventions but also includes innovations that have emerged in wayang purwa performances.

The problems studied in this research are (1) how to develop a teaching module for wayang drama structure? and (2) How feasible is the use of a teaching module for wayang drama structure? In line with the problems, the purpose of this research is to produce a teaching module for Wayang Drama Structure and to conduct a trial to measure the feasibility of the teaching module.

METHOD

This research is a Research and Development (R&D) study that produces a product or measures the effectiveness of a product (Sugiyono, 2014). Product development in this study was carried out using the ADDIE procedure. ADDIE is a flexible cycle that allows anyone, at any time, to review a step and refine it (Davis, 2013). The ADDIE model can be used for various types of product development, such as models, learning strategies, learning methods, media, and teaching materials (Mulyatiningsih, 2019). The ADDIE model consists of five steps, namely Analysis, Design, Development, Implementation, and Evaluation (Mulyatiningsih, 2011).

Analysis is carried out by identifying various main problems in teaching the structure of wayang drama. Design involves compiling material and product layout. Development is the process of turning the design into a tangible form. Implementation in this study is the concrete step of applying the teaching module as a learning resource in lectures. Evaluation is the final process to determine whether the developed product is suitable for use as initially expected or not. This research focuses on the development of a draft teaching module for the wayang drama structure course in the Javanese Language Education study program, Faculty of Language, Arts and Culture, Universitas Negeri Yogyakarta.

The quality and feasibility of the product are then determined through data collection techniques. The data collection technique uses a questionnaire. A questionnaire, often known as a survey, is a list of questions or statements distributed to data subjects to be filled out or answered. The questionnaire respondents are the ones who will provide responses, respond to, or answer the questions asked by the researcher (Arikunto, 2017).

This research questionnaire was compiled from indicators that can explain product quality and suitability. The research subjects consisted of material experts and media experts with 10 assessment indicators on product quality, and students with 11 assessment indicators on product testing. The data

obtained through the questionnaire was then analyzed using quantitative descriptive analysis.

RESULT AND DISCUSSION

Product Development Stage: Draft Teaching Module on Wayang Drama Structure

Analysis Stage

This stage was divided into two parts, namely curriculum analysis and analysis of student needs for the draft teaching module product. The researcher conducted this analysis while attending a lecture on the structure of wayang drama in the Javanese Language Education study program at the Faculty of Language, Arts and Culture, Universitas Negeri Yogyakarta.

Curriculum analysis was carried out by using the Semester Learning Plan (RPS) for the wayang drama structure course. The researcher paid attention to the Graduate Learning Outcomes and Course Learning Outcomes as guidelines for product development. Curriculum analysis was also conducted by consulting with lecturers who taught the Wayang Drama Structure course. The curriculum analysis that had been carried out then became a guideline for in compiling the material used in the draft teaching module product. Material was obtained on the general and basic overview of wayang, the differences between convention and innovation, and the development of student analysis in performances, which was then used as material for drafting the teaching module.

Student needs analysis was obtained through observation of the situation in the wayang drama structure class. It was found that the wayang drama structure course is a new course. The books used as sources are still very diverse and have not been integrated into one. The draft teaching module for wayang drama structure was created to make it easier for readers to understand the material in wayang drama structure.

Design Stage

The design was carried out by creating a teaching module layout to be produced based on the curriculum analysis and student needs analysis that had been conducted previously. In this stage, the researcher also referred to journals and books relevant to the material on wayang drama structure. The material in this teaching module was then divided into 3 chapters. Each chapter contained information on student achievement as a guideline, an explanation of the material, and activities carried out by students to deepen their understanding of the material.

The first chapter is titled Ayo Wanuh Wayang, which means let's get to know wayang. This chapter explains the general types of wayang and their sources. The philosophy behind wayang puppetry is also included in this chapter. Broadly speaking, this chapter aims to familiarize students with the structure of wayang drama. Readers' understanding of the material in this chapter is deepened through multiple-choice exercises designed to reinforce basic concepts related to wayang puppetry.

The second chapter is titled "Convention and Innovation," which refers to classical forms and developments within society. Convention is understood as something that is agreed upon in advance and then recognized by society as a standard to distinguish between innovation and new ideas that

emerge in wayang. Readers deepen their understanding of the material by observing wayang performances to analyze the innovations that have occurred.

The last chapter is titled Analysis of Performances, which contains information about developing a critical analysis of wayang performances. This chapter invites readers to develop a critical attitude towards the structure of the story, characters, ethics, and their implementation in everyday life. Readers deepen their understanding by analyzing wayang performances that have been fully transliterated into one act.

Development Stage

The draft teaching module for the wayang drama structure course in the Javanese Language study program was created using digital or computer techniques. Digital techniques were used from the material preparation process, background addition, and editing process.

The material is compiled based on a pre-designed layout. The three chapters in the layout are then elaborated into the overall material based on relevant book sources using Microsoft Word. Each chapter provides an explanation of the learning outcomes and objectives at the beginning and provides exercises for readers to deepen their understanding of the material described earlier.

The background was added using the Canva application on the internet. The background template was then inserted into the Microsoft Word file that had been prepared earlier. In addition to the background template, the teaching module draft cover was also designed using Canva. The background template and cover were adjusted in terms of color and image themes to attract readers and remain easy to read.

The next stage of development is editing. This stage is carried out by reviewing the material and examining the products that have been compiled. Reviewing the material is done in coordination with the lecturer in charge of the wayang drama structure course. Editing is carried out with a focus on the suitability of the content to the learning outcomes to be achieved, as well as the suitability of the in-depth study through gladhen or exercises given to readers. Editing the product focuses more on the suitability and accuracy of colors, text, images, and the placement of objects in the draft teaching module on the structure of wayang drama for the Javanese Language Education study program.

Implementation Stage

This stage was carried out by conducting product quality testing and product trials. The product quality testing stage was obtained from the assessment of subject matter experts and subject matter experts. Product trials were obtained from the assessment of students as users of the draft teaching module on the structure of wayang drama.

The validation test results from subject matter experts on 10 indicator items obtained a score of 40 with a percentage value of 80%. The draft teaching module was categorized as "good" with input to revise the addition of photo or image sources. The validation test results from media experts on 10 indicators scored 44 with a percentage value of 88%. The draft teaching module was categorized as

"very good" with no revisions needed. The validation test results from subject matter experts and media experts were used as guidelines to determine product quality for the next stage, namely testing.

The trial was conducted with a small group of 36 students. The trial results from 11 indicators scored 45.47 with a percentage value of 82.68%. The draft module compiled by the researcher was categorized as "very good". The comments given in the trial were generally related to making the design more attractive and adding to the sources cited.

Evaluation Stage

The assessment results from subject matter experts in the good category and media experts in the very good category indicate the quality of the draft teaching module on the structure of wayang drama that has been compiled. Meanwhile, the small group trial obtained a very good category. Improvements were made based on the assessments of subject matter experts, media experts, and during product trials.

Based on the improvements made, a draft teaching module for the wayang drama structure course was obtained that is suitable for use as a learning module in the Javanese Language Education study program at the Faculty of Language, Arts, and Culture, Universitas Negeri Yogyakarta.

Research Output Description

The output of this research is the production of a draft teaching module entitled Teaching Module on Wayang Drama Structure Volume 1, compiled by a research team consisting of Alfian Anggoro Mukti, Aminatul Nur Afifah, Eko Gunawan, and Husein Erwinsyah.

Overall, this module consists of 70 pages. This module is divided into three parts: Ayo Wanuh Wayang, Konvensi lan Inovasi, and Analisis Pagelaran. Each section has cognitive, affective, and psychomotor learning outcomes, as well as learning objectives and experiences. The material is presented in formal Javanese. The material is supplemented with illustrations or pictures related to the topics discussed, as well as exercises to test students' mastery and understanding of the material they have learned.

The Ayo Wanuh Wayang section has cognitive learning outcomes (1) Students can explain the types of wayang and (2) Students can recognize and understand the scope of Javanese wayang drama structure. The affective learning outcome is that students can implement the philosophy of wayang puppets in their daily lives. The psychomotor learning outcomes consist of (1) Students are able to construct the types and sources of wayang plays; (2) Students are able to identify the characteristics of wayang purwa; and (3) Students are able to identify the tools used in wayang purwa. The objectives and learning experiences in this section include (1) Students recognize the types of wayang; (2) Students understand the sources of wayang stories; (3) Students formulate the types of wayang performance devices; and (4) Students can compare between purwa wayang devices and their philosophies.

The Convention and Innovation section has cognitive learning outcomes (1) Students can explain conventions and innovations in Javanese puppet drama stories and (2) Students can compare

puppet drama stories based on their sources. The affective learning outcomes are that students can identify normative behavior and moral values in wayang stories. The psychomotor learning outcomes are (1) Students are able to identify various dramatic conventions in Javanese wayang purwa and (2) Students are able to identify various dramatic innovations in wayang purwa based on the story sources. The objectives and learning experiences in this section include (1) Students become familiar with the types of conventions and innovations in wayang purwa; (2) Students understand the sources of wayang purwa stories; (3) Students formulate the form of story construction in wayang purwa conventions and innovations; and (4) Students are able to compare story construction in wayang purwa conventions and innovations.

The Wayang Purwa Performance Analysis section has the following cognitive outcomes: (1) Students can explain the performance of Wayang Purwa; (2) Students can explain the dramatic characters of Wayang Purwa; and (3) Students can explain the moral values in Wayang Purwa. The affective learning outcome of this section is that students are able to implement the moral values in Wayang Purwa in their daily lives. The psychomotor learning outcomes consist of (1) Students are able to identify various wayang purwa characters; (2) Students are able to critically distinguish examples of wayang purwa character behavior; and (3) Students are able to analyze wayang dramatic stories in wayang purwa plays. The objectives and learning experiences of the Performance Analysis section include (1) Students recognize character teachings through wayang characters in wayang purwa plays; (2) Students are able to find examples of wayang purwa character behavior that are in line with Javanese ethical expressions; and (3) Students demonstrate the results of their wayang purwa dramatic analysis.

Results of Expert Validation

Subject matter experts assessed the draft teaching module for the Wayang Drama Structure course using a response questionnaire with a score range of 1-5. The results of the subject matter experts' assessment are presented in Table 1 below.

Table 1. Expert Material Validation Results

Number	Statement	Score
1	Alignment of materials with Graduate Learning Outcomes (GLO).	4
2	Alignment of course content with Course Learning Outcomes (CLO).	4
3	The breadth and depth of the material.	3
4	The coherence of the material presented.	4
5	Easy-to-understand language.	4
6	Relevance of supporting images to the material.	5
7	Ease of understanding the material.	4
8	Vocabulary (word choice) is appropriate for students.	4
9	Appropriateness of evaluation in relation to the material.	4
10	Quality of evaluation questions.	4
Score		40

Based on the results of the subject matter experts' assessment in Table 1, the content validity of the draft teaching module can be calculated as follows.

$$Percentage = \frac{\sum (\text{Response} \times weight \text{ of each option})}{n \times \text{highest weight}} \times \frac{40}{12 \times 5} \times 100\% = \frac{40}{12 \times 5} \times 100\% = 80\%$$

Figure 1. Draft teaching module calculation result

An expert assessment with a result of 80% indicates that the content validity level of the teaching module draft is in the "good" category with the note "revised as necessary". The comment given is that the supporting images are appropriate, but the material lacks depth. The subject matter expert advised the researcher to add material and sources for photos or images.

Media Expert Validation Results

Media experts assessed the draft teaching module for the Wayang Drama Structure course using a response questionnaire with a score range of 1-5. The results of the media expert assessment are presented in Table 2 below.

Table 2. Media Expert Validation Results

Number	Statement	Score
1	Compliance of module size with established standards.	4
2	Compliance of font size and type.	5
3	Text readability.	5
4	Accuracy of layout with material.	4
5	Clarity of colors and images.	5
6	Appropriateness of supporting images.	4
7	Placement of titles, subtitles, material, and pages.	4
8	User-friendliness.	4
9	Ease of understanding the instructions for use.	4
10	Creativity and appeal.	5
Score		44

Based on the results of the media expert assessment in Table 2, the quality level of the draft teaching module media can be calculated as follows.

$$Percentage = \frac{\sum (\text{Response} \times weight \text{ of each option})}{n \times \text{highest weight}} \times \frac{44}{12 \times 5} \times 100\% = \frac{44}{12 \times 5} \times 100\% = 88\%$$

Figure 2. Draft teaching module media calculation result

The media expert's assessment with a result of 88% indicates that the quality level of the teaching module draft media is in the "very good" category with the description "no revision needed." Although it is in the very good category and no revision is needed, the researcher still considers the comments and suggestions from the media expert. The media expert's comment on the teaching module draft is that the teaching module is interesting and can motivate students. The subject matter expert also advised the researcher to add captions to photos or images along with their sources.

Trial Results

The results of the small group trial involving 36 students on the draft teaching module for the Wayang Drama Structure course are presented in Table 3 below.

Table 3. Student Responses

No.	Question	Number of Students Responding with Score					Total Score	Average Score
		TB	KB	CB	B	SB		
1	The appearance of this teaching module is attractive.	0	0	4	18	14	154	**4.28**
2	This module explains a concept using illustrations of problems related to everyday life.	0	0	6	23	7	145	**4.03**
3	The presentation of material in the module starts from easy to difficult.	0	0	5	20	11	150	**4.17**
4	This module contains questions that encourage me to think.	0	0	7	19	10	147	**4.08**
5	The material in this module sparked my curiosity.	0	0	6	20	10	148	**4.11**
6	This module contains formative tests that can assess how well I understand the material on the Structure of Wayang Drama.	0	0	8	19	9	145	**4.03**
7	The sentences and paragraphs used in this module are clear and easy to understand.	0	0	10	18	8	142	**3.94**
8	The language used is simple and easy to understand.	0	0	6	19	11	149	**4.14**
9	The font used is simple and easy to read.	0	0	4	22	10	150	**4.17**
10	Using this module has made my learning more focused and systematic.	0	0	4	23	9	149	**4.14**
11	Illustrations or supporting images can make it easier to learn and understand the material.	0	0	2	18	16	158	**4.39**
	TOTAL							**45.47**

Based on the results of a small group trial involving 36 students in Table 3 above, the content validity of the draft teaching module can be calculated as follows.

$$Percentage = \frac{\sum (\text{Response} \times \text{weight of each option})}{n \times \text{highest weight}} \times \frac{45.47}{11 \times 5} \times 82.68\% = \frac{45.47}{11 \times 5} \times 100\% = 82.68\%$$

Figure 3. Content validity of draft teaching module result

The assessment of 36 students with a result of 82.68% indicates that the content validity level of the teaching module draft is "very good" with the comment "no revision needed". The comments given generally concern the design, suggesting that the font type and supporting images be made more attractive and accompanied by sources.

Discussion

Based on the data collected through questionnaires, both from subject matter experts, media experts, and students during the trial, it can be stated that the draft teaching module for the Wayang Drama Structure course can be used as a teaching module. This is obtained from the assessment given in the good and very good categories. Draft I was revised into draft II after comments and input from subject matter and media experts. Draft II was then revised in accordance with the comments and suggestions given during the small group trial, resulting in teaching module draft III. After going through the teaching module draft revision process, a teaching module was obtained that was suitable for use in the Wayang Drama Structure course.

Based on the assessment of subject matter experts, the feasibility level was 80%, which means that the quality of the teaching module draft content was good. The assessment of media experts of the teaching module draft was very good with a feasibility level of 88%. Meanwhile, the small group trial obtained a score of 82.68, which means that the teaching module draft was in the very good category. Based on the assessments of subject matter experts, media experts, and small group trials, revisions were made related to the material, supporting photos or images, and photo or image sources. The improvements made included adding material for greater depth, adding supporting photos or images, and providing source information for photos or images. Based on the revisions made, a better draft of the teaching module for the Wayang Drama Structure course was obtained and deemed suitable for use as a learning module for students of the Javanese Language Education Study Program at UNY.

CONCLUSION

Based on the results of the research and discussion above, the following conclusions were drawn: the teaching module that was developed met the feasibility requirements because it obtained a material feasibility score of 80% with a category of good. The media feasibility score was 88% with a category of very good. The small group trial feasibility level was 82.68% with a very good category. Therefore, this teaching module draft is ready and very feasible to be used for learning in the Wayang Drama Structure course. The researcher's suggestions regarding the development of the draft teaching module for the Wayang Drama Structure course are as follows: (1) The draft teaching module for the Wayang Drama Structure course covers all the material needed to achieve the CPL and CPMK, so it needs to be developed in its entirety for one semester; (2) Material explanations require various supporting illustrations and valid sources to improve the quality of the material; and (3) Addition of material in several subchapters to deepen the study so that students' knowledge becomes broader and deeper.

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