



Developing of Drama Teaching Materials with Benime Assisted for High School Students

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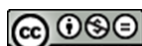
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ABSTRACT

This research and development is to find out the product development process and feasibility, as well as to find out the effectiveness of the drama material development product using the Benime application for class XI students at SMA Negeri 1 Hamparan Perak. The process of developing drama material uses the Benime application in the form of audiovisual teaching materials using the stages of the R&D method by Borg and Gall with 8 research stages covering 1) potential and problems, 2) data collection, 3) product design, 4) design validation, 5) design revision, 6) small-scale trials, 7) product revisions, and 8) mass production. From the validation results obtained a score calculation from material experts of 82% very good "and media experts of 97% "very good". The results of the validation assessment of product feasibility have very good quality to use. one group pretest-posttest design 20 multiple-choice test questions. Data analysis used the Normalized Gain Test. The results showed that the total pretest score of all students was 1760 and the total posttest score of all students was 2485. The results were processed using the formula N-Gain and achieved a value of 0.58 with the interpretation of "Medium" this result there is a significant increase in student achievement by using Benime-based teaching materials in class XI students.

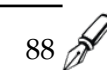


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INTRODUCTION

Initially learning in the 2013 curriculum required students to be active but not only students were required to be active during teaching and learning activities, teachers were also required to provide material that was creative and easy for students to understand. Pandu et al. (2021) stated, in early 2020, education in Indonesia underwent a learning transformation from face-to-face learning in schools to distance or online learning due to the Covid-19 virus. Over time, the situation began to return to normal and the learning process was again carried out face-to-face. However, this has resulted in a change in the educational paradigm with advances in information technology (Paino, 2022). Learning transformation prepares the younger generation to have broad insights and competencies in various fields through teaching, training, or guidance activities to enrich knowledge and skills (Meilani & Sutarmi, 2016).

According to (Haryanto, 2020) learning using the lecture method and teaching materials that only focus on textbooks as learning media tends to be monotonous, so that during learning it creates a learning atmosphere that feels boring for students, just like what Middle School students have learned so far On. Through needs analysis it is seen that it requires the development of teaching materials using media in teaching and learning activities as a tool that assists teachers in conveying teaching materials to students to make them more attractive (Jayanti et al., 2017). According to (Magdalena et al., 2021) and also through the author's observations, students feel



that learning Indonesian is a complicated lesson. Related to this, it can be seen through student achievement where there are still some student achievements that are under the Minimum Cumulative criteria in Indonesian language lessons. Based on observations (Royana et al., 2021) the results of students' monthly exams on drama material, out of 35 students, 62.86% of students got a score of 61.68 which showed that this score had not reached the maximum score and 37.14% of students obtained a score of 83.85% so that the average score has exceeded the maximum value limit that has been set. The low charm of the test results shows that students' understanding of Indonesian language students, especially drama material, is still lacking, because teaching and learning activities take place using the teacher's teaching method which is monotonous and only fixated on textbook material resulting in students getting grades that do not reach the maximum. Based on this it is known that students need material development using interactive media in teaching and learning activities.

Implementation of learning at SMA Negeri 1 Hamparan Perak has also used the 2013 curriculum in the learning process. The 2013 curriculum which contains learning to write Indonesian is a form of realization of learning to write in Indonesian language subjects, namely drama texts in class XI, drama is a type of literary work that becomes material in learning activities in Indonesian language lessons. Learning activities in drama material conveyed by the teacher about the attitude of appreciation for drama performances, staging drama scenarios, and designing drama scenarios. This is supported by the opinion (Kosasih, 2017) which states that drama is a type of literary work that aims to present a picture of human life through actions and conversations in drama accompanied by problems and emotions, which can also be said that drama is a life story. a human being who is always accompanied by stories of sorrow, stories of joy, conflicts, and various unexpected and colorful stories. According to (Suherli et al., 2017) states that there are five elements in drama namely setting, characterization, dialogue, theme, and message. The structures that form a drama are 1) prologue, 2) dialogue, and 3) epilogue.

According to (Sapriyah, 2019) in fact the textbooks used by students so far still make them confused in understanding them. Also stated by (Wena, 2014), providing quality textbooks is still lacking, textbooks that are used emphasize knowledge or fact-seeking missions. Therefore, it is very important to develop teaching materials using interactive media. Based on research by (Utami, 2019) entitled "Conformity of Indonesian Language Textbook Content with Standard Content and Student Needs" states that the suitability of the contents of Indonesian language textbooks for class XI SMA/MA/SMK published by the Ministry of Education and Culture gets a score of 72.29% according to Core Competencies and Basic Competencies. Meanwhile, based on the suitability of the content of textbooks with student needs, a score of 11.36% was not in accordance with student needs and 26.63% was not in accordance with student needs. Another study by (Husna, 2019) entitled "Feasibility of the Content of Indonesian Language Textbooks for Class XI High School Curriculum 2013" based on the results of the analysis obtained a proportion of 80.50% for the feasibility aspect of supporting learning materials in class XI class students' textbooks with drama material are enough in the group. This is the same as observations (Primary, 2018) of the drama teaching materials contained in KD 3.18 and KD 4.18 in the student package books published by the 2017 revision of the Ministry of Education and Culture, which still do not meet the demands of learning indicators that are in accordance with the basic competencies in these subjects. Indonesian syllabus class XI. In (Pratiwi, 2014), for example, the indicator in KD 3.18 is understanding the elements of the material in the student textbook, it does not explain in detail these elements, in fact the sentence structure is too scientific so that it makes students confused to understand it, this is found in the explanation of the material Associated with the scene and the scene. Furthermore, in KD 4.18 with indicators of analyzing important parts of drama scripts, the material presented is only in the form of directions on how to write drama scripts (Widiastawa et al., 2019).

According to (Pratiwi & Widyaningrum, 2021) to produce good teaching materials, of course, must be in accordance with established principles or standard references. In the development of teaching materials there are principles or standard references for developing teaching materials. Apart from having to contain conformity with the curriculum which includes the principles of

validity and consistency in terms of language aspects, content aspects, structural aspects, and illustration aspects, as well as consideration of interests and benefits, according to the Ministry of National Education (Kosasih, 2020). What's more, according to (Effendi & Wahidy, 2019) learning in the 21st century is required to change students' learning mindset abilities by utilizing technological advances. The main key to the rapid progress of education is the teacher's ability to process and innovate every learning process it teaches. Teachers are expected to continue to try to carry out attacks and update their skills at any time. In line with the terminal (Wartomo, 2016), teacher competence must be oriented towards the development of digital information and communication technology today. Therefore, teachers are asked to be sensitive to creating learning that can help education continue to develop by using learning media in the learning process (Cahyani, 2016).

Media is a component of learning resources or physical vehicles that contain instructional material in the student's environment that can stimulate students to learn (Lubis & Haidir, 2019). The learning media are media that carry messages or information that are instructional or contain teaching purposes. Media is not only a tool or material, but also other things that enable students to acquire knowledge. According to (Nurfadhilla et al., 2021) the media is not only in the form of TV, radio, computers, but also includes humans as a source of learning or activities, such as discussions, simulation seminars, and so on. According to Gagne' and Briggs, media includes tools that are physically used to convey the contents of textbooks, such as books, recorders, tapes, video cameras, video recorders, films, slides (picture frames), photographs, pictures, graphics, and television (Arsyad, 2019). Thus, learning media can be interpreted as anything that can convey messages, stimulate thoughts, feelings, and the will of students so as to encourage the creation of learning processes in students. The learning media in this study uses the Benime application. According to (Aini, 2022) the Benime application is an application that produces videos with interesting and not monotonous illustrations. Benime is an application with a program for making animated videos that can be used by anyone free of charge by internet network users and devices/laptops that use some interesting pictures or features. The Benime application is expected to assist teachers in delivering teaching material to students so that it seems interesting and fun. Thus, in achieving learning objectives and learning competencies can be achieved. The purpose of this study was to determine the process of development and feasibility, as well as the effectiveness of drama material using Benime on student achievement in class XI senior high school.

RESEARCH METHOD

In general, there are two types of data, namely quantitative data and qualitative data (Arikunto, 2013). In this study, the type of data obtained was in the form of quantitative data obtained from the product effectiveness results and qualitative data obtained from the results of student needs analysis. Through this research and development, data sources are collected through questionnaires which will be distributed to two validators, namely material experts and media experts who are lecturers at Medan State University to determine the feasibility of the products produced. After that, the product was carried out in a trial phase to determine the effectiveness of drama teaching materials using Benime. In addition, the authors also made observations to consider all potential problems by conducting unstructured interviews with Indonesian teachers at SMA Negeri 1 Hamparan Perak. In the product development process the method used in this research is the type of R&D method (Sugiyono, 2017) states that the research and development method is a type of research used to produce or manufacture certain products, and test product feasibility. This research and development aims to carry out development or also to assess the products being developed so that they are appropriate and effective for use in teaching and learning activities. This Research and Development (R&D) is used to study the development of teaching materials that will be validated by experts in order to determine the feasibility of the product by evaluating, providing comments, suggestions and improvements so that the advantages and disadvantages of the product can be identified. (Sugiyono, 2019). The development model in this study consists of 8 stages, namely 1) Potential and Problems, 2) Data

Collection, 3) Product Design, 4) Design Validation, 5) Design Revision, 6) Small Scale Trial, 7) Product Revision, and 8) Mass Production. The concept of the stages of the Borg and Gall model is illustrated in Figure 1.

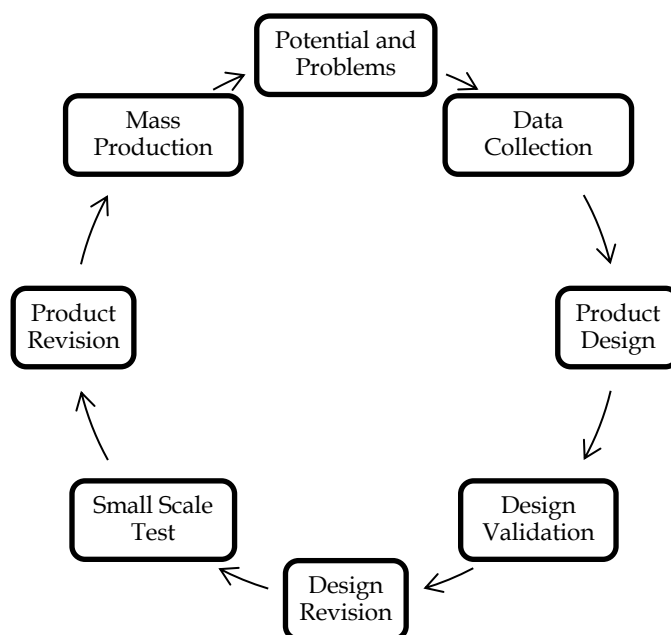


Figure 1. Borg and Gall research and development stages

In analyzing the effectiveness of the product, it was carried out on a small scale, namely the research subjects were 30 students in class XI at SMA Negeri 1 Hamparan Perak. The research method used was experimental with a one group pretest-posttest design. The research design used was the One-Group Pretest-Posttest Design, namely an experiment carried out in only one group without a comparison group. In this design using a pretest before being given treatment. Thus, the results of the treatment can be known more accurately, because it can compare conditions before treatment (Hardianto & Baharuddin, 2019). For more details, it can be illustrated as in figure 2.

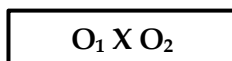


Figure 2. Scheme of one group pre-test post-test design

Schematic Description:

O₁ = Before the treatment was given

O₂ = After the treatment is given

X = Treatment given

The R&D method and the experimental research method with the one group pretest-posttest design were chosen by the authors because this method is very suitable for the objectives to be achieved, namely to find out the development process and analyze the effectiveness of Benime-based drama teaching materials for high school students.

RESULTS AND DISCUSSION

Results

A. The Process of Developing Drama Materials Using Benime for High School Student

The research conducted in this study is a type of research with development that will produce a product. The product produced through this research is drama learning material developed using the Benime application in the form of learning videos. The method used in this research is the research and development (R&D) method using the research and development steps of Borg and Gall. Based on the research results previously described, the following is a discussion of the

research results.

1) Potential and Problems

The first step in the research and development carried out is the analysis of the potential and problems found in the research location. This step was carried out by interviewing the subject teacher and distributing a needs analysis questionnaire to students.

Based on the questionnaire data that has been filled in by students, it is known that there are potentials and problems at SMA Negeri 1 Hamparan Perak, especially in learning Indonesian language drama material. Through the data from the questionnaire results of the analysis of the needs of students, the data obtained that students are interested in learning by using interesting learning media, such as videos, pictures, and others, but it is also known that in the implementation of learning teachers still often use simple delivery methods by using textbooks and blackboards as a medium for delivering material to students.

Through the acquisition of data from the analysis of the needs of students, it is known that students are interested and expect the development of drama material using the Benime application. The final product of the development carried out is in the form of a video. However, in order to apply teaching materials in the form of this video, schools must have facilities that can support. Based on the results of interviews with teachers, SMA Negeri 1 Hamparan Perak High School has an LCD Projector or infocus and WiFi is also available at school. This is a potential for the implementation of research and development in this school.

Based on the potential and problems that have been obtained through the results of observations made, the development of drama material is very important to do so that the indicators to be achieved in the basic competencies can be achieved properly. The development of this teaching material needs to be done because there is a mismatch between the achievement indicators and the material contained in the package book as previously explained. In addition to this, through the development carried out, a final product will be produced which becomes an innovative learning media for students.

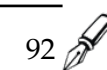
2) Data Collection

After the step of looking for potential and problems in the previous step, in this step data collection is carried out. Data collection is done by looking for information from various sources that might be a source and additional material for researchers in developing drama materials. The search for information carried out is to find other sources related to drama material apart from the student package book published by the Ministry of Education and Culture revised 2017 which then the material developed is adjusted to the basic competencies 3.18 and 4.18. The material compiled contains 1) the meaning of drama, 2) the structure of drama, 3) the elements of drama, and 4) the types of drama. In addition, at the end of the delivery of the material there are tasks and practice questions for the drama material taught.

In this data collection process, researchers adjust the material to be developed with the basic competencies to be achieved in order to achieve / answer the two basic competencies that have been selected. In basic competency 3.18, the material developed is in accordance with the analysis of the mismatch between the achievement indicators and the material contained in the learner's package book and also adjusts the use of words and sentences that are easy for learners to understand and because the material is loaded in media that is easy for learners to use anywhere and anytime. In basic competency 4.18 which asks students to show one of the characters in the drama read or watched through the development carried out can answer these indicators because the material in the developed product has a snippet of a drama performance and a drama script which is a reference for students to be able to show one of the characters in the drama read or watched (also attached a website link to see the contents of the entire drama script and drama performance).

3) Product Design

The final result of the development of drama teaching materials using the Benime application will be in the form of a learning video. In this third step, design development will be carried out



from the results of previous data collection and develop existing dramamaterials into better materials which are then loaded into learning media using Benime. After the development, the table below can be seen the comparison of existing material with the material that has been developed.

Table 1. Comparison of existing materials with developed materials

Previous Material	Materials That Have Been Developed
The material presented in the package book makes it difficult for students to understand the material themselves	The material is loaded as clearly as possible and is able to help students to better understand the drama material by Better.
Non-sequential explanation of material	Explanations are organized in a sequence that starts with the basis of the drama, definition of drama, and so on
Does not include an example of a drama that can be watched by learners	Include examples of dramas that can be easy for learners to watch
Only in printed form so it is difficult to use anywhere and anytime	Developed which is then loaded into learning media in the form of videos that can be used wherever you are and at any time.

In this third step, namely product design, researchers compile or edit learning videos using the *Benime* application. In this editing stage, one other application is needed, namely *Kinemaster* for adjusting the sound in the video so that it can be adjusted better. However, the use of this application is optional as needed. The *Benime* application was used by the researcher to bring together all the previously collected materials such as voice recordings, background music, animations, backgrounds, and text into a single video loop project.

This product design begins with downloading the background for the video, finding music for the video background, making narrative notes and then recording the sound. The voice recording was done by using a voice recorder application on a cellphone. After all the materials were collected, then the researchers made edits and put all the materials together into the *Benime* application project and made sound edits in the *Kinemaster* application so that the sound quality was not damaged. After the editing stage is complete, the learning video is then saved and uploaded to Google Drive so that it can be shared easily and accessed easily by validators.

4) Design Validation

After the product design was developed, it was validated by several experts before being tested in the field. The material validation was conducted by Dr. Elly Prihasty Wuriyani, S.S., M.Pd. a lecturer in the Indonesian Language and Literature Department at Medan State University and the media validation was conducted by Drs. Nelson Tarigan, M.Si. a lecturer in the Fine Arts Department at Medan State University.

Table 2. Results of expert lecturer assessment/validation

Material Expert Lecturer Validation Results	Media Expert Lecturer Validation Results
1) The questions contained in the exercises should be added, if possible including dialog in the questions.	1) Match the duration of the voice to the text in the video.
2) Find and include a <i>link</i> to the play from the sample script provided.	2) Illustrations in the material presentation need to be adjusted.
3) Improve the writing in the video, namely the use of capital letters and punctuation.	3) Composition and proportion are sought to be a harmonious whole.
4) Add exercises or evaluations to basic competency 4.18.	4) The choice of background must be adjusted to the <i>center point of the</i> material to be conveyed.
	5) Clarify which one is the <i>center of the point</i> in the video.

Design validation is carried out to see the feasibility of materials and products that have

been developed to be used in the field. The first material validation by the material expert obtained a percentage score of 79% with the criteria "good" and the second validation obtained a percentage score of 82% with the criteria "very good.". The first media validation by media expert lecturers obtained a percentage score of 79% with "good" criteria and in the second validation of the media obtained a percentage score of 97% with "very good" criteria. Based on the percentage score results from material experts and media experts, it can be concluded that the product is suitable for testing in the field.

5) Design Revision

Previously at the validation stage by material experts and media experts there were also suggestions and criticisms for improving the products that had been produced. Criticism and suggestions from material experts and design experts are steps for researchers to make - improvements to the products developed so that the products can be maximized both in terms of material and in terms of media. After the design has been revised, the product is again validated by material experts and media experts until the validation results are obtained at least feasible or very feasible.



Figure 3. Background before revision

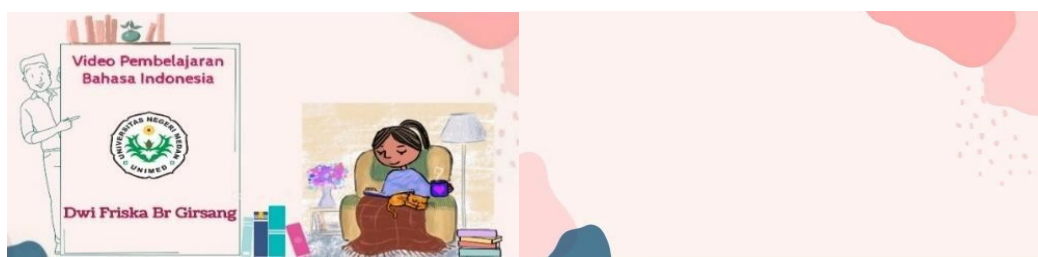


Figure 4. Background after revision

It is necessary to change the background according to the advice of media experts, so that the appearance of the drama material development product using Benime is not too festive. So, it has to make revisions to adjust the background and illustrations so that it can focus the readers.

Through the stages that have been carried out in the process of developing drama teaching materials using Benime, of course the material contained is different from the material that already exists in the student's package book because previously an analysis of the suitability between the basic competency indicators and the teaching material in the student book has been carried out. So that through this the material developed has been able to answer the indicators of achievement of basic competencies of drama material and the material developed has gone through assessment or validation from material expert lecturers and media expert lecturers.

6) Small Scale Trials

Data obtained from start to finish was obtained by giving a pretest to students before receiving treatment using Benime drama teaching materials and giving a posttest to students after being given treatment. To find out the achievement of ongoing learning, a small-scale trial was carried out by 30 students. With this stage, it can be seen that the product effectiveness analysis test for drama material using Benime is by giving tests to students in a pretest-posttest manner. The acquisition of pretest and posttest scores can be explained as follows.

Table 3. Data on pretest scores for class XI students

Correct answer	Score	Many Students
8	40	2
9	45	2
10	50	8
12	60	8
13	65	4
14	70	2
15	75	2
16	80	2

Based on the table 3, the maximum score or the highest score was obtained by 2 students who received a score of 80. The minimum score or the lowest score was obtained by 2 students who received a value of 40. The mean or average score obtained for drama material is $X = 1,760/30 = 58.66$. So, the mean or average score obtained for drama material is 58.66. The median or median value of the results of the test scores is 60. The mode or value that appears frequently is obtained by 8 students with scores of 50 and 60. The number of students who obtain scores greater than the mean are 18 people with values of 60, 65, 70, 75, and 80.

Table 4. Data on posttest scores for class XI students

Correct answer	Score	Many Students
13	65	1
14	70	1
15	75	2
16	80	7
17	85	14
18	90	5

Based on the table 4, the maximum score or the highest score was obtained by 5 students who received a score of 90. The minimum score or the lowest score was obtained by 1 student who received a value of 65. The mean or average score obtained for drama material is $X = 2,485/30 = 82.83$. So, the mean or average score obtained for drama material is 82.83. The median or median value of the results of the test scores is 80. The mode or value that often appears is obtained by 14 students with a value of 85. The number of students who obtain scores greater than the mean are 19 people with scores of 85 and 90.

7) Product Revision

From small-scale trials, drama material products using Benime have produced significant acquisition values for student achievement and a comparison of student scores has been seen before being given treatment and after being given treatment. Therefore, product revision is no longer needed at this stage.

8) Mass Production

The mass production stage is the final stage of product development. However, because the product development in this study is a digital/non-print product, it was made disseminated by sending a Youtube link <https://youtu.be/UaoCd2Ma-j8> teaching materials for drama materials using Benime to the WhatsApp Group so that students or teachers can easily access them if needed. want to reuse.

B. The Feasibility and Effectiveness of Developing Drama Material Using Benime for High School Students

Drama material development uses the Benime application which has been validated by material expert validator Dr. Elly Prihasty Wuriyani, S.S., M.Pd. and media expert validator Drs. Nelson Tarigan, M.Sc. then the results of the eligibility value of the media expert validator Drs. Nelson Tarigan, M.Si. then the results of the feasibility value will be obtained. Validation was carried

out to assess material and media aspects, both from media experts and material experts. The following are the results of the validation of material experts and media experts on materials that have been developed using the Benime application.

Table 5. Final results of product assessment

No.	Validator	Percentage	Category
1.	Material expert	82%	Very good
2.	Media expert	97%	Very good
Final Results		90%	Very good

Based on the results of the final score of material validation and media expert validation, a percentage score of 90% was obtained with the "very good" criterion. Through the data that has been obtained, it can be concluded that the drama material that has been developed using the Benime application as a whole is categorized as very feasible and has been feasible to be used and tested as a medium in delivering learning material, especially drama material for class XI students.

C. The Effectiveness of Using Drama Material Using Benime in Class XI of SMA Negeri 1 Hamparan Perak

The research data obtained are then analyzed to interpret the combined data and at the same time answer the research hypothesis. The effectiveness obtained from the results of the use of drama material using Benime in class XI students of SMA Negeri 1 Hamparan Perak can be known through the results of the students' pre-test and post-test. Data regarding pretest and posttest scores were obtained by students at the beginning and end of learning. Students are assigned to work on 20 multiple choice questions and the results of the pretest and posttest values of drama material can be seen in the table 6 and table 7.

Table 6. Pretest and posttest scores for class XI students of SMA Negeri 1 Hamparan Perak

No.	Indicator	Pretest Score	Posttest Score
1	The number of students	30	30
2	KKM (<i>Kriteria Ketuntasan Minimal</i>)	70	70
3	Lowest score	40	65
4	Highest score	80	90
5	Total score	1.760	2.485
6	Average score	58	82
Gain Test		0,58	

Table 7. Normality value of all students (N-Gain)

No.	Score		Post - Pre	Score Ideal (100-Pre)	N-Gain Score	N-Gain Score (%)
	Pretest	Posttest				
1	60	85	25	40	0,625	6250,00%
2	50	80	30	50	0,6	6000,00%
3	60	75	15	40	0,375	3750,00%
4	50	85	35	50	0,7	7000,00%
5	60	85	25	40	0,625	6250,00%
6	50	85	35	50	0,7	7000,00%
7	45	70	25	55	0,454545	4545,45%
8	60	85	25	40	0,625	6250,00%
9	60	80	20	40	0,5	5000,00%
10	60	80	20	40	0,5	5000,00%
11	60	85	25	40	0,625	6250,00%
12	75	90	15	25	0,6	6000,00%
13	80	90	10	20	0,5	5000,00%
14	45	65	20	55	0,363636	3636,36%
15	60	80	20	40	0,5	5000,00%

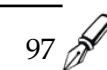
16	70	80	10	30	0,333333	3333,33%
17	50	85	35	50	0,7	7000,00%
18	65	85	20	35	0,571429	5714,29%
19	70	90	20	30	0,666667	6666,67%
20	65	85	20	35	0,571429	5714,29%
21	40	85	45	60	0,75	7500,00%
22	65	85	20	35	0,571429	5714,29%
23	50	80	30	50	0,6	6000,00%
24	40	85	45	60	0,75	7500,00%
25	50	75	25	50	0,5	5000,00%
26	50	80	30	50	0,6	6000,00%
27	65	85	20	35	0,571429	5714,29%
28	75	90	15	25	0,6	6000,00%
29	75	90	15	25	0,6	6000,00%
30	50	85	35	50	0,7	7000,00%
Mean	58,5	82,8333	24,333333	41,5	0,579297	57,929654

The results of the effectiveness of the use of drama material using Benime in an effort to improve the learning achievement of class XI students at SMA Negeri 1 Hamparan Perak. From the table above it is known that the results of the pre-test questions on drama material from all students were 1,760 and the post-test results from all students were 2,485. These results are processed using the N-Gain formula and reach a value of 0.58 with the interpretation of "Medium" and the N-Gain% value reaches a value of 58% with the interpretation category "Effective enough". It can be concluded that from the results of the pretest and posttest, there is a significant increase in student achievement and it is quite effective to use Benime drama teaching materials.

Discussion

The final results obtained through the development that has been carried out are teaching materials in the form of animated videos with the help of Benime media. in the process of making teaching materials carried out through the research and development stages of R&D by limiting the research stages to eight research and development stages. The eight stages are analysis of potential problems, data collection, product design, design validation, design revision, small-scale trials, product revision and mass production. Similar to the R&D stages of previous research, (Putra, 2017) entitled "Development of Pisang Badar Media (Select Flat Shaped Pairs) in the Sub-Theme of Clean and Healthy Living in Class II Elementary Schools" carried out eight stages of Borg and Gall research and development. However, the scope in these two studies is different. Where this study aims to determine the development process and test the effectiveness of teaching material products for drama material using Benime for high school students, while Putra ASH's research (2017) aims to test the feasibility of a media developed on flat shape material for elementary school students.

Through the eight stages of Borg and Gall's research and development that has been carried out, it has answered all the problems previously described in the student needs analysis which aims to find out the process of developing teaching materials and analyze the effectiveness of the developed teaching materials. Through the ten stages previously mentioned, this research and development also carries out the basic stages of analyzing student needs and analyzing potentials and problems. In the process of research and development of drama material, expert lecturers also intervene in their fields so that the teaching materials developed are truly appropriate and effective for use by researchers. In connection with the research conducted by Khaerudin, et al. (2019) entitled "Development of Drama Text Teaching Materials Based on the Author's Experience", based on the results of testing teaching materials for writing drama scripts for junior high school students, it can be concluded that this teaching material for writing drama scripts is effective used in learning to write drama scripts in class VIII. Whereas in this study the teaching materials for drama material used the Benime application in the form of videos through trial results which were also very effective and significant for high school students in class XI.



Hamdani (2014) states that the use of instructional media in delivering teaching materials in education has several advantages, namely, 1) More innovative and interactive learning, 2) Being able to create or develop teaching materials that are more attractive to students, 3) Being able to visualize material that is considered difficult if only through explanations or conventional teaching aids, 4) Learning media is relatively easy and flexible. Similarly, this research also includes these advantages. The development of teaching materials for drama material using Benime is very influential in the learning process because the media used is very innovative and flexible in use so that it attracts students' interest.

Previous research that is relevant to this research and development includes research and development by (Tiominar Togatorop, 2021) who made short story teaching materials using Video Scribe media, (Bernardus Damar Y. Prawadika, 2020) developed drama teaching materials with Powtoon media, and Memories Ageng Jati developed a Video Chain Emoticon for drama script writing materials. The three relevant previous studies are research and development of teaching materials using or assisted by interactive media. Based on the results that have been found, the difference between research conducted by researchers and relevant research lies in the final product of teaching materials and applications or media used. This research and development is carried out through the Benime application which can be downloaded easily through the Play Store on the device. Benime media can be accessed by anyone and at any time because in the Benime application there are features that help teachers develop teaching materials and students can also use them to be creative in skills.

Through the results that have been found in the field based on previous research by conducting interviews with subject teachers and giving questionnaires in the form of needs analysis questionnaires to students, it is known that during the learning process the teacher never uses teaching materials that are different from learning media. The learning that is carried out is only focused on whiteboards and student textbooks so that through the results of the student needs questionnaire analysis, students want learning that is more interesting and innovative because sometimes students also feel bored with conventional learning systems. Because of these problems, research and development of teaching materials that are unusual, interesting, effective, and practical are needed which are packaged in such a way as to increase learning motivation. Students in drama material are developing drama material using Benime.

CONCLUSION

Based on the results of research and development of drama material using the Benime application, it can be concluded as follows. There are still many teachers using conventional methods and not too often using teaching materials or teaching materials that vary in teaching and learning activities. If learning continues as usual, this learning will trigger laziness and boredom among students who participate in the learning process in class. With this situation, it is necessary to make improvements in the delivery of material or teaching materials in learning so that during the implementation of learning that is carried out it is not rigid, monotonous, and boring, because a variation of drama teaching material based on the Benime application was created. In this study, it discusses the process of developing and analyzing the feasibility of products in the form of teaching materials for drama material using learning media. The media used is Benime. Benime is the only doodle maker application that allows anyone to use it, whether for fun, making video presentations, used as a learning medium, and so on. In the Benime application, there are many interesting features that can be utilized according to the needs of its users. The interesting features contained in the Benime application are in the form of handwritten animation elements, cartoon elements (doodles), transition effects that give the animation a lively impression, and can also add sound or music to the video that is being created.

Using research and development (R&D) methods and following the research and development steps proposed by Borg and Gall. With 8 stages. From the research and development stages that have been carried out, drama material is developed and the product produced is in the form of drama material learning videos in accordance with the material developed previously. Based on the validation results of 82% of material experts and 97% of

media experts, a product feasibility score of 90% was obtained with the criteria of "very good". While the results of the product effectiveness of teaching materials using experimental research methods with a one group pretest-posttest design. using the Normalized Gain Test. The results showed that the total pre-test score of all students was 1760 and the total post-test score of all students was 2485. So the results were processed using the N-Gain formula and reached a value of 0.58 with the interpretation of "Medium" and the N-Gain% value reached 58. % with the interpretation category "Quite Effective". It can be concluded that from the results of the pretest and posttest, there is a significant increase in student achievement and it is quite effective to use Benime drama teaching materials.

Referring to development research on drama material, the use of the Benime application for high school students is very suitable for use in teaching and learning activities. Not only drama material, but the Banime application can be used as a reference for teachers to continue to innovate in order to create a more enjoyable learning atmosphere. Based on the potentials and problems that have been obtained through the results of observations made, it is very important to develop drama material so that the indicators to be achieved in basic competencies can be achieved properly. The development of this teaching material needs to be done because there is a discrepancy between the achievement indicators and the material contained in the textbook as previously explained. In addition to this, through the development carried out, a final product will be produced which will become an innovative learning medium for students.

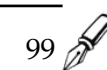
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The suggestions that can be given by researchers through research and development that has been carried out are as follows.

1. For students, the product of the development of drama material using the Benime application was developed according to the needs of students in learning, especially drama material so that students can utilize this media as a tool or supporting media for students in learning Indonesian.
2. For teachers, it is hoped that the development of drama material using Benime can help in the process of teaching and learning activities so that it can provide interesting media for delivering material to students.
3. For further research, this research and development can be used as a helper and reference in conducting further research and development so that it can be carried out even better.

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