



**KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,  
RISET, DAN TEKNOLOGI  
UNIVERSITAS SRIWIJAYA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
Jl. Raya Palembang-Prabumulih Indralaya Ogan Ilir 30662, Telp: (0711) 580085  
Laman : [www.fkip.unsri.ac.id](http://www.fkip.unsri.ac.id), Pos-el : [support@fkip.unsri.ac.id](mailto:support@fkip.unsri.ac.id)

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**KEPUTUSAN  
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS SRIWIJAYA  
NOMOR : 1674/UN9.FKIP/TU.SK/2022**

**TENTANG**

**PENETAPAN PEMENANG PROPOSAL  
PENELITIAN KOLABORASI INTERNASIONAL  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
TAHUN 2022**

**DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

- Menimbang** : a. bahwa sehubungan dengan diadakan penerimaan dan seleksi Proposal Hibah Penelitian Dosen bagi seluruh Dosen Fakultas Keguruan dan Ilmu Pendidikan Tahun 2022, Fakultas perlu penetapan Pemenang Proposal Kolaborasi Internasional Dana DIPA Fakultas Keguruan dan Ilmu Pendidikan Tahun 2022;
- b. bahwa sehubungan dengan butir a di atas, maka dipandang perlu diterbitkan Surat Keputusan sebagai pedoman dan landasan hukumnya.
- Mengingat** : 1. Undang-undang No.20 Tahun 2003;
2. Peraturan Pemerintah Nomor 4 Tahun 2014;
3. Permen Ristekdikti Nomor 12 Tahun 2015;
4. Permen Ristekdikti No. 17 Tahun 2018;
5. Kepmenkeu RI Nomor 190/KMK.05/2009;
6. Kepmenristekdikti RI Nomor 32031/M/KP/XI/2019;
7. Keputusan Rektor Unsri Nomor 0110/UN9/SK.BUK.KP/2022;

**MEMUTUSKAN**

- Menetapkan** : **KEPUTUSAN DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS SRIWIJAYA TENTANG PENETAPAN PEMENANG PROPOSAL KOLABORASI INTERNASIONAL DANA DIPA FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN TAHUN 2022.**
- KESATU** : Menunjuk Saudara-saudara yang namanya tertera dalam lampiran Surat Keputusan ini sebagai pemenang Proposal Kolaborasi Internasional Dana DIPA Fakultas Keguruan dan Ilmu Pendidikan Tahun 2022.



KEDUA : Segala biaya yang timbul sebagai akibat dari diterbitkannya Surat Keputusan ini dibebankan pada Anggaran penyelenggaraan penyelesaian Proposal Kolaborasi Internasional Dana DIPA Fakultas Keguruan dan Ilmu Pendidikan Tahun 2022.

KETIGA : Keputusan ini berlaku sejak tanggal ditetapkan sampai dengan selesainya kegiatan dengan ketentuan bahwa segala sesuatu akan diubah dan/atau diperbaiki sebagaimana mestinya apabila dikemudian hari ternyata terdapat kekeliruan dalam Keputusan ini.

Ditetapkan di : Inderalaya  
Pada Tanggal : 27 Juni 2022

DEKAN,  
  


**HARTONO**  
NIP 196710171993011001

**Tembusan Yth:**

1. Rektor Unsri (sebagai laporan)
2. Ybs. untuk dilaksanakan

Lampiran I : Surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Sriwijaya  
 Nomor : 1674/UN9.FKIP/TU.SK/2022  
 Tanggal : 27 Juni 2022

| No. | Nama Pengusul                     | Judul  | Anggota   | Mahasiswa  | Jumlah Dana (Rp.) |
|-----|-----------------------------------|--|---|--|-------------------|
| 1.  | Dr. Hartono, M.A.                 | Cross-Cultural Study: Comparisan of Pre-Service Teachers' Beliefs Regarding Community Engagement and Orientation Toward Climate Change in Indonesia, United States, and Turkey | 1. Prof. Sofendi, M.A. Ph.D.<br>2. Dr. Rita Inderawati, M.Pd.<br>3. Prof. Dr. Ratu Ilma Indra Putri, M.Si.<br>4. Prof. Dr. Ida Sriyanti, M.Si.<br>5. Dr. Riswan Jaenudin, M.Pd. | 1. Mia Handayani, S.Pd.<br>2. Mita Septiana, S.Pd.Gr.<br>3. Tamara Becce Tenridinanti, S.Pd, | 200.000.000       |
| 2.  | Dra. Nyimas Aisyah, M.Pd., Ph.D.  | Development of Teaching Materials Climate change to Facilitate Changes in Attitude of Pre-Service Teachers   | 1. Dr. Ismet, S.Pd., M.Si.<br>2. Sary Silvhiany, M.Pd., M.A., Ph.D.<br>3. Dra. Cecil Hiltrimartin, M.Si., Ph.D.<br>4. Dr. Meilinda, M.Pd.                                       | 1. Meily Putri Agustini<br>2. Chairunnisa<br>3. Ayu Deshiana                                 | 200.000.000       |
| 3.  | Prof. Dr. Zulkardi, M.Ikom., M.Sc | Development of Stem-Based Mathematics and Science Teaching Materials to Improve 21 <sup>st</sup> Century Skills of High School Students in Palembang                           | 1. Prof. Tatang Suhery, M.A., Ph.D.<br>2. Dr. Effendi, M.Si.<br>3. Dr. Ketang Wiyono, S.Pd., M.Pd.<br>4. Drs. Kodri Madang, M.Si., Ph.D.  | 1. Elika Kurniadi<br>2. Weni Dwi Pratiwi<br>3. Nauratun Nazhifah                             | 150.000.000       |
| 4.  | Prof. Dr. Nurhayati, M.Pd.        | The Transformation of The Perang Menteng and The Awang Semaun Verses: An Effort to Maintain and Develop Malay Literature Based on Response Theory                              | 1. Dr. Didi Suhendi, M.Hum.<br>2. Dr. Soni Mirizon, M.A.<br>3. Dr. Machdalena Vianty, M.Ed., M.Pd.  | 1. Arba Ina Putri<br>2. Ayu Agustina   | 150.000.000       |
| 5.  | Dr. Azizah Husin, M.Pd.           | Comparative Analysis of Green Policies, Educational Tourism Development Opportunities in Indonesia, and The Phillipine   | 1. Prof. Dr. Sri Sumarni, M.Pd.<br>2. Dr. Makmum Raharjo, M.Sn.<br>3. Dr. Siti Dewi Maharani, M.Pd.<br>4. Dr. Yosef, M.A.   | 1. Heni Octavia<br>2. Lucky Marantika  | 150.000.000       |



| No. | Nama Pengusul              | Judul   | Anggota   | Mahasiswa  | Jumlah Dana (Rp.) |
|-----|----------------------------|---|---|--|-------------------|
| 6.  | Dr. Riswan Jaenudin, M.Pd. | Futures Thinking Culture in Southeast Asian Education Institutions Towards the Attainment of Sustainable Development Goals  | 1. Dra. Umi Chotimah, M.Pd., Ph.D.<br>2. Dr. Farida, M.Si.<br>3. Dr. Dedi Irwanto, S.S., M.A. | 1. Dewi Manggar Sari<br>2. Bela Sonia<br>3. Fatra Yudha Grafika  | 150.000.000       |
| 7.  | Dr. Iyakrus, M.Kes.        | Profile of Physical Fitness, Body Index and Academic Achievement of Physical Education Teacher Candidates Universitas Sriwijaya, Indonesia and Pngasinan State University Philipina | 1. Dr. Hartati, M.Kes.<br>2. Dr. Meirizal Usra, M.Kes.<br>3. Dr. Wahyu Indra Bayu, M.Pd.      | 1. Dinda Dwi Cahyuni, S.Pd.<br>2. Heri Nugroho, S.Pd.<br>3. Romi Yudhistira<br>4. Eries Alpheba Hadinata | 150.000.000       |

DEKAN,



**HARTONO**  
NIP 196710171993011001





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**KONTRAK PENELITIAN SKEMA KOLABORASI INTERNASIONAL  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS SRIWIJAYA  
TAHUN ANGGARAN 2022  
Nomor : 1371/UN9.FKIP/TU.SB5/2022**

Pada hari ini Kamis tanggal Tujuh bulan Juli tahun Dua Ribu Dua Puluh Dua kami yang bertandatangan di bawah ini :

1. Dra. Nyimas Aisyah, M.Pd., Ph.D. : Sebagai Pejabat Pembuat Komitmen berdasarkan Surat Keputusan Rektor Universitas Sriwijaya Nomor 0032/UN9/SK.BUK.ULP/2021 tanggal 25 November 2021 yang berkedudukan di Indralaya dalam hal ini bertindak untuk dan atas nama Rektor Universitas Sriwijaya selanjutnya disebut **PIHAK PERTAMA**;
2. Prof. Dr. Nurhayati, M.Pd. : Dosen Jurusan Pendidikan Bahasa dan Seni Fakultas Keguruan dan Ilmu Pendidikan Universitas Sriwijaya, dalam hal ini bertindak sebagai Ketua Penelitian Skema Kolaborasi Internasional PNBPKIP Tahun Anggaran 2022 sesuai Surat Keputusan Dekan FKIP Universitas Sriwijaya Nomor 1674/UN9.FKIP/TU.SK/2022 tanggal 27 Juni 2022 untuk selanjutnya disebut **PIHAK KEDUA**.

**PIHAK PERTAMA** dan **PIHAK KEDUA**, secara bersama-sama sepakat mengikatkan diri dalam suatu Kontrak Penelitian Skema Kolaborasi Internasional dengan judul "**The Transformation of The Perang Menteng and The Awang Semaun Verses: An Effort to Maintain and Develop Malay Literature Based on Response Theory**". Tahun Anggaran 2022 dengan ketentuan dan syarat-syarat serta pasal-pasal sebagai berikut:

**Pasal 1  
Ruang Lingkup Kontrak**

**PIHAK PERTAMA** memberi pekerjaan kepada **PIHAK KEDUA** dan **PIHAK KEDUA** menerima pekerjaan tersebut dari **PIHAK PERTAMA**, untuk melaksanakan Penelitian Skema Penelitian Kolaborasi Internasional Tahun Anggaran 2022.

**Pasal 2  
Dana Penelitian**

- (1) Besarnya dana untuk melaksanakan Penelitian Skema Kolaborasi Internasional Dana PNBPKIP Unsri sebagaimana dimaksud pada Pasal 1 untuk tahun anggaran 2022 sebesar Rp 150.000.000 (seratus lima puluh juta rupiah) sudah termasuk pajak.
- (2) Dana Penelitian Skema Kolaborasi Internasional Dana PNBPKIP Unsri sesuai dengan Pasal 1 dan sebagaimana dimaksud pada Pasal 2 ayat (1) dibebankan pada Daftar Isian Pelaksanaan Anggaran (DIPA) Badan Layanan Umum (BLU) Universitas Sriwijaya Tahun Anggaran 2022 Nomor SP DIPA-023.17.2.677515/2022 tanggal 13 Desember 2021.

### **Pasal 3** **Waktu Pelaksanaan**

Kontrak Penelitian Skema Kolaborasi Internasional ini dilaksanakan dalam jangka waktu 142 hari kalender yang dimulai sejak tanggal 07 Juli 2022 sampai dengan tanggal 25 November 2022.

### **Pasal 4** **Tata Cara Pembayaran**

- (1) **PIHAK PERTAMA** akan membayarkan Dana Penelitian Skema Kolaborasi Internasional kepada **PIHAK KEDUA** dengan cara 3 (tiga) tahap yaitu :
- a. Pembayaran Tahap Pertama yaitu  $45\% = 45\% \times \text{Rp } 150.000.000,- = \text{Rp } 67.500.000,-$  (enam puluh tujuh juta lima ratus ribu rupiah) dilakukan setelah penandatanganan kontrak Penelitian Skema Kolaborasi Internasional PNPB FKIP Unsri, SPTJM, lembar pakta integritas, dan menerima merevisi/perbaiki proposal penelitian;
  - b. Pembayaran Tahap Kedua yaitu  $35\% = 35\% \times \text{Rp } 150.000.000,- = \text{Rp } 52.500.000,-$  (lima puluh dua juta lima ratus ribu rupiah) dilakukan setelah mengumpulkan laporan kemajuan pada tautan <http://sim.lppm.unsri.ac.id/2020/> dan telah diperiksa oleh Tim Validator/Reviewer.
  - c. Pembayaran Tahap Ketiga yaitu  $20\% = 20\% \times \text{Rp } 150.000.000,- = \text{Rp } 30.000.000$  (tiga puluh juta rupiah) dilakukan setelah menyerahkan laporan akhir Penelitian Skema Kolaborasi Internasional, yang dilengkapi dengan SPTJB, bukti pembayaran pajak, dan luaran penelitian, serta mengunggah laporan akhir dan luaran di tautan <http://sim.lppm.unsri.ac.id/2020/>
- (2) Dana Penelitian sebagaimana dimaksud pada ayat (1) akan disalurkan oleh **PIHAK PERTAMA** kepada **PIHAK KEDUA** ke rekening sebagai berikut:
- |                |             |
|----------------|-------------|
| Nama           | : Nurhayati |
| Nomor Rekening | : 70558892  |
| Nama Bank      | : BNI       |
- (3) Sewaktu menyerahkan laporan akhir, **PIHAK KEDUA** harus membuat Surat Pernyataan Tanggung Jawab Belanja (SPTJB) yang ditandatangani di atas materai Rp. 10.000,-.

### **Pasal 5** **Target Luaran**

- (1) **PIHAK KEDUA** berkewajiban untuk mencapai target luaran wajib berupa artikel ilmiah minimal jurnal internasional bereputasi atau artikel ilmiah di jurnal nasional terakreditasi minimal sinta 3, skripsi dan/atau tesis mahasiswa bimbingan yang terlibat, dan luaran tambahan.
- (2) **PIHAK KEDUA** berkewajiban untuk melaporkan perkembangan pencapaian target luaran setiap mengajukan termin pembayaran sebagaimana dimaksud pada ayat (1) kepada **PIHAK PERTAMA**.

## **Pasal 6** **Hak dan Kewajiban**

### **(1) Hak dan Kewajiban PIHAK PERTAMA:**

- a. **PIHAK PERTAMA** berhak untuk mendapatkan luaran wajib dan luaran tambahan Penelitian Skema Kolaborasi Internasional PNBPK FKIP dari **PIHAK KEDUA** sebagaimana dimaksud dalam Pasal 5.
- b. **PIHAK PERTAMA** berkewajiban untuk memberikan dana Penelitian Skema Kolaborasi Internasional PNBPK FKIP kepada **PIHAK KEDUA** dengan jumlah sebagaimana dimaksud dalam Pasal 2, dan dengan tata cara pembayaran sebagaimana dimaksud dalam Pasal 4 ayat 1 huruf a dan b.
- c. **PIHAK PERTAMA** berhak mendapatkan Surat Pernyataan Tanggung Jawab Belanja (SPTJB) dan Surat Pernyataan Tanggung Jawab Mutlak (SPTJM) yang diserahkan ke Bendahara Pengeluaran Pembantu (BPP) LP2M.

### **(2) Hak dan Kewajiban PIHAK KEDUA:**

- a. **PIHAK KEDUA** berhak menerima dana Penelitian Skema Kolaborasi Internasional dari **PIHAK PERTAMA** dengan jumlah sebagaimana dimaksud dalam Pasal 2 ayat (1);
- b. **PIHAK KEDUA** berkewajiban menyerahkan luaran wajib dan luaran tambahan Penelitian Skema Kolaborasi Internasional kepada **PIHAK PERTAMA**;
- c. **PIHAK KEDUA** berkewajiban mempertanggungjawabkan penggunaan dana Penelitian Skema Kolaborasi Internasional yang diterimanya dengan menandatangani dan mengumpulkan Surat Pernyataan Tanggung Jawab Belanja (SPTJB) ke Bendahara Pengeluaran Pembantu (BPP) LP2M dan menyimpan bukti-bukti pengeluaran yang sewaktu-waktu diperlukan dapat diperlihatkan.
- d. **PIHAK KEDUA** berkewajiban menuliskan pengakuan pada setiap publikasi sebagai berikut:
  1. Apabila publikasi tersebut dalam Bahasa Indonesia:  
"Penelitian/publikasi artikel ini dibiayai oleh Anggaran DIPA Badan Layanan Umum Universitas Sriwijaya Tahun Anggaran 2021. SP DIPA-023.17.2.677515/2022, tanggal 13 Desember 2021,. Sesuai dengan SK Dekan FKIP Unsri Nomor 1439/UN9.FKIP/TU.SK/2022
  2. *"The research/publication of this article was funded by DIPA of Public Service Agency of Universitas Sriwijaya 2022.  
SP DIPA-023.17.2.677515 /2022, On December 13, 2021. In accordance with the Dean's Decree Number:1439/UN9.FKIP/TU.SK/2022, On May 20, 2022".*

## **Pasal 7** **Laporan Pelaksanaan**

- (1) **PIHAK KEDUA** berkewajiban untuk menyerahkan Revisi Proposal Penelitian Skema Kolaborasi Internasional kepada **PIHAK PERTAMA** pada saat penandatanganan kontrak penelitian.
- (2) **PIHAK KEDUA** berkewajiban menyerahkan Laporan Kemajuan Penelitian Skema Kolaborasi Internasional kepada **PIHAK PERTAMA** paling lambat tanggal **30 September 2022**

- (3) **PIHAK KEDUA** berkewajiban menyerahkan Laporan Akhir pelaksanaan Penelitian Skema Kolaborasi Internasional, SPTJB, Bukti Pembayaran Pajak, dan luaran penelitian, pada **PIHAK PERTAMA** sebelum pencairan dana Tahap III (Pasal 4 ayat 1 huruf b) paling lambat tanggal **25 November 2022**.
- (4) Laporan hasil Penelitian sebagaimana tersebut pada ayat (2) harus dibuat memenuhi ketentuan sebagai berikut:
- Bentuk/ukuran kertas A4;
  - Halaman sampul (*cover*) ditulis nama Ketua dan Anggota
  - Di bagian bawah *cover* ditulis.

Dibiayai oleh:  
Anggaran DIPA Badan Layanan Umum  
FKIP Universitas Sriwijaya Tahun Anggaran 2022  
SP DIPA-023.17.2.677515/2022, tanggal 13 Desember 2021  
Sesuai dengan SK Dekan Nomor 1674/UN9.FKIP/TU.SK/2022  
tanggal 27 Juni 2022

### **Pasal 8 Monitoring dan Evaluasi**

**PIHAK PERTAMA** dalam rangka pengawasan akan melakukan Pemantauan (*Monitoring*) dan Evaluasi Internal sewaktu-waktu terhadap kemajuan pelaksanaan Penelitian Skema Kolaborasi Internasional Tahun 2022.

### **Pasal 9 Penilaian Luaran**

Penilaian luaran Penelitian Skema Kolaborasi Internasional dilakukan oleh Tim *Monitoring* dan Evaluasi (*Monev*) berdasarkan buku Pedoman Penelitian dan Pengabdian kepada Masyarakat tahun 2021 atau sesuai dengan ketentuan yang berlaku.

### **Pasal 10 Perubahan Susunan Tim Pelaksana dan Substansi Pelaksanaan**

Perubahan terhadap susunan tim anggota pelaksana dan substansi pelaksanaan Penelitian Skema Kolaborasi Internasional ini dapat dibenarkan apabila telah mendapat persetujuan tertulis dari Ketua Unit Penelitian dan Pengabdian kepada Masyarakat Universitas Sriwijaya.

### **Pasal 11 Penggantian Ketua Pelaksana**

- Apabila **PIHAK KEDUA** selaku ketua pelaksana tidak dapat melaksanakan Penelitian Skema Kolaborasi Internasional Dana PNBPK FKIP Unsri ini, maka **PIHAK KEDUA** wajib mengusulkan pengganti ketua pelaksana yang merupakan salah satu dari anggota tim dari **PIHAK KEDUA** secara tertulis kepada **PIHAK PERTAMA**.
- Apabila **PIHAK KEDUA** tidak dapat melaksanakan tugas dan tidak ada pengganti ketua sebagaimana dimaksud pada ayat (1), maka **PIHAK KEDUA** harus mengembalikan seluruh dana penelitian tersebut kepada **PIHAK PERTAMA** yang selanjutnya disetor ke rekening Penerimaan Universitas Sriwijaya dan selanjutnya bukti setor tersebut akan dilaporkan ke Bagian Keuangan Universitas Sriwijaya dan diarsipkan ke Unit Penelitian dan Pengabdian kepada Masyarakat FKIP Universitas Sriwijaya.



## **Pasal 12** **Pembatalan Perjanjian**

Apabila di **kemudian hari** terhadap Judul Penelitian Skema Kolaborasi Internasional Dana PNBPFKIP Unsri sebagaimana dimaksud dalam Pasal 1 ditemukannya **duplikasi/plagiasi dengan Penelitian lain dan/atau** ditemukannya ketidakjujuran, itikad tidak baik, dan/atau perbuatan yang tidak sesuai dengan kaidah ilmiah yang dilakukan oleh **PIHAK KEDUA**, maka penelitian ini dinyatakan **Batal** dan **PIHAK KEDUA** wajib mengembalikan seluruh Dana Penelitian Skema Kolaborasi Internasional yang telah diterima yang selanjutnya akan disetor ke rekening Penerimaan Universitas Sriwijaya bukti setor sebagaimana dimaksud disimpan oleh **PIHAK PERTAMA**.

## **Pasal 13** **Sanksi**

- (1) Apabila sampai dengan batas waktu yang telah ditetapkan dalam Penelitian Skema Kolaborasi Internasional ini telah berakhir, namun **PIHAK KEDUA** tidak dapat menyelesaikan tugasnya, terlambat mengirim laporan akhir serta lampiran yang terkait lainnya maka **PIHAK KEDUA** dikenakan sanksi wajib berupa denda sebesar 1 o/ooo (satu per mil) per hari maksimal 7 dan lebih tujuh hari maksimal 5% (lima persen).
- (2) Apabila **PIHAK KEDUA** terlambat menyampaikan laporan kemajuan, maka kontrak diputuskan oleh **PIHAK PERTAMA** dan **PIHAK KEDUA** harus mengembalikan semua dana yang telah diterima ke rekening Penerimaan Universitas Sriwijaya.
- (3) Apabila **PIHAK KEDUA** tidak dapat menyelesaikan laporan akhir, maka **PIHAK KEDUA** dikenakan sanksi administratif berupa penghentian pembayaran dan tidak dapat mengajukan proposal Penelitian dan Pengabdian kepada Masyarakat dalam kurun waktu 2 (dua) tahun berturut-turut.
- (4) Apabila **PIHAK KEDUA** melanggar salah satu unsur pada pasal 12, maka **PIHAK KEDUA** dan diberikan sanksi tidak dapat mengajukan proposal Penelitian dan Pengabdian kepada Masyarakat dalam kurun waktu 2 (dua) tahun berturut-turut.

## **Pasal 14** **Pajak-Pajak**

Hal-hal dan/atau segala sesuatu yang berkenaan dengan kewajiban pajak berupa PPN dan/atau PPh menjadi tanggung jawab **PIHAK KEDUA** dan harus dibayarkan oleh **PIHAK KEDUA** ke kantor pelayanan pajak setempat sesuai dengan ketentuan yang berlaku dan bukti setor dilampirkan saat penyerahan SPTJB dan SPTJM.

## **Pasal 15** **Peralatan dan/Alat**

Hasil Pelaksanaan Penelitian yang berupa peralatan dan/atau alat yang dibeli dari pelaksanaan Penelitian Skema Kolaborasi Internasional ini adalah milik Negara dan dihibahkan kepada Universitas Sriwijaya atau Laboratorium Fakultas sesuai dengan ketentuan peraturan perundang-undangan.

## **Pasal 16** **Penyelesaian Sengketa**

Apabila terjadi perselisihan antara **PIHAK PERTAMA** dan **PIHAK KEDUA** dalam pelaksanaan Kontrak Penelitian Skema Kolaborasi Internasional Dana PNBPFKIP Unsri ini akan dilakukan penyelesaian secara musyawarah dan mufakat, dan apabila tidak tercapai penyelesaian secara musyawarah dan mufakat maka penyelesaian dilakukan melalui proses hukum.

**Pasal 17**  
**Lain-lain**

- (1) **PIHAK KEDUA** menjamin bahwa Penelitian Skema Kolaborasi Internasional Dana PNBPFKIP Unsri tersebut belum pernah dibiayai dan/atau diikutsertakan pada Pendanaan Penelitian lainnya, baik yang diselenggarakan oleh instansi, lembaga, perusahaan atau yayasan, baik di dalam maupun di luar negeri;
- (2) Segala sesuatu yang belum cukup diatur dalam Kontrak Penelitian Skema Kolaborasi Internasional dan dipandang perlu diatur lebih lanjut dan dilakukan perubahan oleh **PARA PIHAK**, maka perubahan-perubahannya akan diatur dalam perjanjian tambahan atau perubahan yang merupakan satu kesatuan dan bagian yang tidak terpisahkan dari Perjanjian ini.

Perjanjian ini dibuat dan ditandatangani oleh PARA PIHAK pada hari dan tanggal tersebut di atas, dibuat dalam rangkap 3 (tiga) dan bermaterai cukup sesuai dengan ketentuan yang berlaku, yang masing-masing mempunyai kekuatan hukum yang sama.

PIHAK PERTAMA



Dra. Nyimas Aisyah, M.Pd., Ph.D.  
NIP 196411101991022001

PIHAK KEDUA



Prof. Dr. Nurhayati, M.Pd.  
NIP 196207181987032001

REPORT

**THE TRANSFORMATION OF *THE PERANG MENTENG*  
AND *THE AWANG SEMAUN* VERSES: AN EFFORT TO  
MAINTAIN AND DEVELOP MALAY LITERATURE  
BASED ON RESPONSE THEORY**



RESEARCH TEAM

|   |                          |
|---|--------------------------|
| <b>Prof. Dr. Nurhayati, M.Pd.</b>             | <b>(NIDN 0018076202)</b> |
| <b>Soni Mirizon, M.A., Ed.D.</b>              | <b>(NIDN 0014116701)</b> |
| <b>Dr. Didi Suhendi, S.Pd., Hum.</b>          | <b>(NIDN 0001105703)</b> |
| <b>Machdalena Vianty, M.Ed., M.Pd., Ed.D.</b> | <b>(NIDN 0024117403)</b> |

Funded by DIPA (Budget Implementation Entry List)  
No. SP DIPA-023.17.2.677515/2022

Appropriate Letter of Agreement Implementation Work Activity Faculty Research Grants  
Teaching and Education  
Number: 1674/UN9.FKIP/TU.SK/2022

**DEPARTEMEN  
FACULTY OF TEACHER TRAINING AND EDUCATION  
SRIWIJAYA UNIVERSITY  
INDONESIA  
2022**

**ENDORSEMENT PAGE REPORT  
INTERNATIONAL RESEARCH COLLABORATION (ASEAN)  
FACULTY OF TEACHER TRAINING AND EDUCATION  
SRIWIJAYA UNIVERSITY 2022**

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6. Total Research Funds : Rp 150.000.000,00
7. Research Funds of Current : Rp 150.000.000,00

Palembang, 22 November 2022

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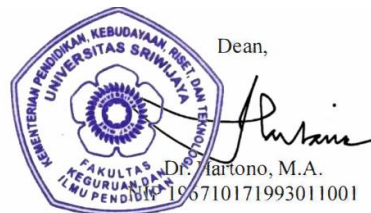


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## SUMMARY

Syair Perang Menteng (SPM) is a Palembang Malay literary. Unfortunately, it is not yet known by the younger generation. From the forty-four students who represented the younger generation in the initial survey, it was only 45.5% of them acknowledged they had read SPM. This is probably due to the absence of involvement of the younger generation in efforts to preserve the SPM as one of the local cultures that need to be preserved and developed, especially by the student-teacher who will become prospective teachers and the ones who will pass on the local cultures to the future generations. Therefore, this research focused on specific activities that are considered crucial for the sustainability of the maintenance and development of the SPM. The efforts to preserve and develop are carried out in accordance with the Republic of Indonesia Law No. 5/2017 concerning the Advancement of Culture.

In general, the research objective of this proposed study is to transform SPM into various forms of literary genres. In particular, the research objectives of Year I (2022) are as follows: (1) to create a model for the 1st year of SPM performance; (2) to validate the model of the 1st year of SPM performance; (3) to transform SPM into drama scripts based on hermeneutic theory; (4) to develop e-module; (5) to validate e-module; (6) to develop digital teaching media; and (7) to validate digital teaching media.

It is urgent to conduct this research really since the transformation of SPM into dramatization and integrated into courses have never been done before. This means that this proposed study has a novelty to offer with its findings which can fill in the gaps within the field of the study.

This research is a Research and Development which includes (1) preliminary study, (2) expert validation, and (3) dissemination. The research instruments that applied are questionnaire, FGD, and expert validation assessment format.

The research outputs are an article in a Scopus indexed international journal (draft), two articles in the Sinta 2 journal, an article on national proceedings, e-modules, digital teaching media, and copyright (granted).

## **BAB I**

### **INTRODUCTION**

Malay Literature course (MKSM) in the Magister Program of Language Education, Faculty of Teacher Training and Education, Sriwijaya University (PSMPB FKIP Unsri) and Palembang Malay Traditional Theatre course (MKTTMP) in the Undergraduate Program of Indonesian Language and Literature Education (PSPBSI FKIP Unsri) are courses available to study Malay Literature where study of verses is offered.

One of the known verses in Palembang is *The Syair Perang Menteng* (SPM). It is also known as *The Syair Perang Palembang* which was written in the era of Palembang Darussalam Sultanate under the reign of Sultan Mahmud Badaruddin II. *The Syair Perang Menteng* was written in 1819 telling the incident of war against the Dutch at that time [1], [2].

Based on the first survey towards 44 students of FKIP Unsri, it was found that only 20 (45.5%) students who responded know or read SPM. They read it from searching in Google. The rest, 24 (54.5%) reported that they do not know dan never read it. It indicates that SPM is hardly known by young generation. Therefore, it is crucial to preserve and develop such a verse in order to decay. Effort to maintain and develop this Palembang Malay Literature is in accordance with the Republic of Indonesia Law No 5 Year 2017 about cultural advancement [3]. In this law it is stated that this cultural advancement such as protection, development, utilization, and development are needed.

One of the most effective defense and development of Malay literature works is through education by inserting it in the curriculum of a university. It is expected that through this research there is high appreciation of students towards SPM, forgotten literature work. Preservice teacher is expected to become a pillar in maintaining local culture. The work of preserving and developing local culture is a concern for educators. This research also involves students to develop SPM verse from various aspects.

As far as the researchers' concern, research about transformation towards SPM has never been conducted. The previous research about SPM was about power struggle in Palembang Sultanate [4], SPM critical discourse analysis using critical discourse concept Norman Fairclough and Ruth Kodak [5], and fundamental values analysis in SPM [2]. Transformation effort using literature work change to other form is an appreciation effort toward the literature work. It is done in revitalizing literature work, moreover Malay literature such as SPM, has never been touched in literature teaching, both at secondary schools and universities.

In general, the objective of this research is to do SPM transformation into various forms of literature genre. In specific, the objectives of this research in Year-1 are to: (1) create SPM drama model in Year-1; (2) do validation model of SPM drama Year-1; (3) do SPM transformation into drama script based on hermeneutic theory; (4) develop SPM teaching media based on digital application; and (5) do validation towards teaching media based on digital application; (6) develop SPM e-module; and (7) do validation towards e-module.

This research is crucial to do because SPM transformation into drama and integrate it into the course has never been done and it has good novelty.



## **BAB II LITERATURE REVIEW**

### **2.1 The Perang Menteng Verse**

One of verse which refers to Palembang is SPM. This verse is set in the historical background of the Palembang Darussalam sultanate and the people of Palembang with the Dutch troops. This verse tells one of the wars which happened in Indonesian archipelago (*Nusantara*). One of the biggest wars ever happened and occurred from year 1819-1821 [6]. *Perang Menteng* (Menteng War) itself refers to Edelheer Muntinghe, one of the Dutch Commissaries in Palembang. It was recorded at the front page of the verse which stated: “swear words verse in Palembang War 1819-1821 refers to the Dutch Commissaries Muntinghe (Idler *Menteng*).” Because the Dutch could not pronounce Muntinghe correctly therefore they said *Menteng*.

The Menteng War occurred during the Palembang sultanate led by Sultan Mahmud Badaruddin II. At that time Sultan Badaruddin II did not establish friendship with the Dutch. The Palembang sultanate became a bone of contention between the British and the Dutch at that time. The territory of Palembang sultanate was one of the producers of lead and lada. When the British attacked Java in 1811, Sultan Mahmud Badaruddin II attacked the garnisun of the Dutch in Palembang which caused 87 people died. Sultan Mahmud Badaruddin II not only made the Dutch annoyed but also made the British angry because they did not surrender [7].

### **2.2 Transformation Theory and Its Application**

Transformation, also commonly called *alih wahana* is an effort to change form, from one form to another [8]. A change of form to another form commonly happens, for example, *Hujan Bulan Juni* poem by Sapardi Djoko Damono was transformed into a novel, even into a film [9]. Transformation has ever been made from novel into film, from theatre into film [10], [11], [12]. There is a transformation from short story into drama script [13]. There is also transformation from classic game into Netflix serial [14], transformation from folk tale into animation [15]. Also there is transformation from kaba into randai script [16] and from randai script into drama [17]. Even transformation was made by transforming

relief found in Prambanan Temple site in Central Java into modern dance entitled *Sendratari Ramayana* [18].

In this research, transformation concept refers to the change from verse text, that is SPM into SPM drama script, then from drama text into performing arts or SPM performance on stage. Also, there is a dramatic and significant change in SPM because of the emergence of something new. There will be innovation and exploration in the transformation of SPM.

Literature work transformation has frequently done by the researchers. We did the transformation of *Dayang Merindu* folk tale into drama script dan then it was performed. We frequently did the transformation of *Sultan Abdul Muluk* verse by *Raja Ali Haji* into drama script *Sultan Abdul Muluk* and then it was performed [19], [20], [21]. It will also be done to SPM which will be transformed into drama script and will be performed.

### **2.3 Hermeneutic Theory and Its Application**

Hermeneutic is considered as a method to understand text which is outlined and intended for text review; through rereading the text so that it opens new horizon, open the text world which has to be understood in existential meaning [22], [23], [24], [25], [26]. Therefore hermeneutic is considered as the process of reexplaining meaning of mening.

The working steps of the hermeneutic method can be concluded as follows: (1) literature text is placed as the object of research; (2) understand and place literature work as the fact of ontology symbolic code; (3) apply the meaning on symbolic layer; (4) referential interpretation of code; (5) the symbolic code is related to the problem outside; (6) finding meaning or message from text [27], [28]. Then, hermeneutic approach model always critically sees the relationship between: (1) in what context the text is written; (2) how the composition of the grammar text is, how it is expressed, and what it says [29], [30].

Hermeneutic process in this research is done as an effort to make meaning the SPM in the SPM transformation process into the drama script.

### **2.4 Response Theory and Its Application**

To perform SPM, Biays and Wershoven theory is used [31]. Biays and

Wershoven claim their theory as response theory towards literature works. In their theory, Biays and Wershoven explain ways that can be made as a reference in drama script review. Those ways are related to the components of drama. Those components are theme, dialog, character, conflict, lamp, setting, and costume. Those components are commonly classified as Structural Theory [32], [33]. Structural Theory claims that the components in performance are: (1) drama script, (2) director, (3) make-up, (4) performer, (5) fashion, (6) stage, (7) lighting, (8) sound, (9) music, and (10) spectators [34], [35].

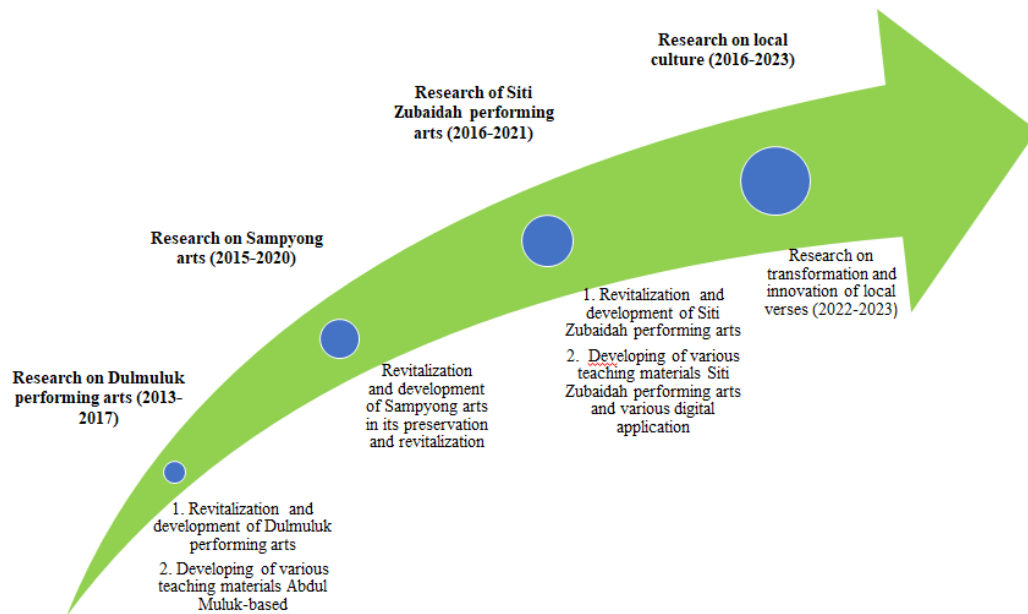
Besides, Response Theory proposed by Beach and Marshall also be used [36]. Beach and Marshall in their theory explain seven strategies in responding to literature works. Those seven strategies are (1) *engaging*, (2) *describing*, (3) *conceiving*, (4) *explaining*, (5) *interpreting*, (6) *connecting*, and (7) *judging*. However, in this research *connecting and judging* levels is used. It is considered that readers and spectators understand them based on *background knowledge* they have and give judgement to what is read and watched [37], [38], [39], [40], [41].

Reader Response Theory is used to dissect the elements of SPM drama performance which covers performer, spectator, director, stage, fashion, cosmetic, and lighting. Reader Response Theory is closely related to the concept between literature and effect/response from readers [42], [43], [44], [45].

The intrinsic elements of modern drama, in its application, is related to the students/young generation understanding towards the elements. Thus, the most productive activity of SPM interpretation is how to adapt SPM drama performance into the life of young generation. They interpret SPM by developing performance script consisting of dialogues and technical instruction, deciding the director and directing, deciding blocking technique, that is how performers move during performance, and how to perform it well involving all performance properties. It can be said that this research sees the young generation need as narrator and interpreter of SPM drama performance lately. That's why in this research they are asked to design and develop SPM performance based on their ability, interest, and need though the assistance of the researchers.

Therefore, as an affirmation that the structural and response theory is used to dissect SPM performance elements. These elements are unit in performing arts, including SPM drama performance and e-module writing related to SPM drama.

The following is the research road map in the researched field.



## **BAB III**

### **METHODOLOGY**

#### **3.1 Research Method**

This research is a Research and Development with the application of the theory modified from Dick, Carey, and Carey [46]. Based on the two theories, the implementation of development research in this present study includes the following steps: (1) preliminary studies (initial research collecting data on real conditions in the field, needs analysis and literature study), (2) expert validation (validity test on the developed product), (3) product revision, and (4) dissemination.

The research instruments include (1) a needs analysis questionnaire addressed to students and teachers regarding the need for the transformation of SPM into drama scripts and performances, the need for the development of e-modules and teaching media; (2) FGD interview guidelines; and (3) expert validation assessment format to collect data on the development of e-module writing SPM drama scripts and SPM teaching media.

#### **3.2 Research Subjects and Objects**

This research is an international collaborative research with Sultan Hassanah Bolkuiah Institute of Education (SHBIE) which research team members comprise of Dr. Hj. Rozaiman bin Makmun as the Head of the team and Dr. Sri Kartika, Puan Noradina, and Puan Ena Wasli as the members.

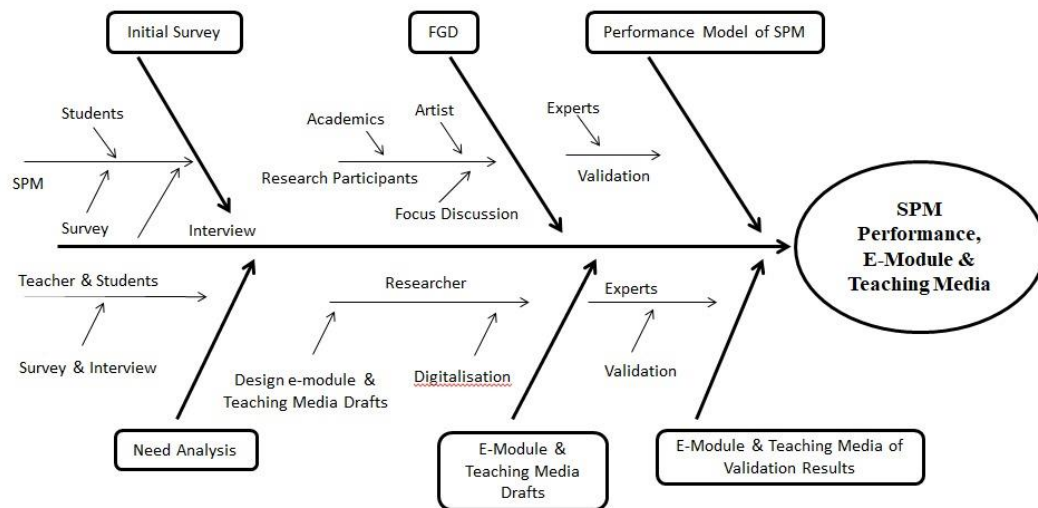
The subjects of this study are the Master of Language Education students (S2) and the undergraduate students (S1) of Indonesian Language and Literature Education of Faculty of Teacher Training and Education within Sriwijaya University. The S2 students enroll for the Malay Literature course (MKSM) while the S1 students enroll for the Palembang Malay Traditional Theater course.

Both the research Team of Sriwijaya University and SHBIE do the same research procedure, but with different research objects. The object of research of Sriwijaya University research team is the *Syair Perang Menteng*, while SHBIE has the *Syair Awang Semaun* as the object. Both literary works are local poems in their respective places.

### 3.3 Research Flow Chart

The flow chart of this research is as follows.

The following section describes in detail the research that has conducted.



Research Flow Chart 2022 (Year 1)

### 3.4 Organization of the Chair and Members

This research is chaired by Prof. Dr. Nurhayati, M.Pd. (NIDN 0018076202) and the research members are Dr. Didi Suhendi, M. Hum. (NIDN 0001105703), Drs. Soni Mirizon, M.A., Ed.D. (NIDN 001416701), and Machdalena Vianty, M.Ed., M.Pd., Ed.D. (NIDN 0024117403) and 2 Master of Language Education students: (1) Arba Ina Putri, S.Pd. (NIM 06012682125025), (2) Ayu Agustina, S.Pd. (NIM 06012682125009).

## **BAB IV**

### **FINDINGS AND DISCUSSIONS**

The following describes the results of the study. Furthermore, a discussion was carried out on the results of the research that had been carried out.

#### **Research 1. Developing SPM Drama Staging Model**

Model development is carried out by using the structural theory and the response theory. In addition, FGDs will be held by involving traditional theater activists, modern artists, academics who care about performing arts, and local governments in order to get input on SPM performances. After all the data is collected, it will be analyzed to design the 1st year SPM performance model with reference to the structural theory and the response theory. This performance model will be the basis for the 2nd year of SPM drama staging (2023).

The FGD was held on August 18, 2022 in a hybrid online and offline manner. The FGD was held by inviting theater actors (Drs. Yudi Syarofi and Vebri Al-Lintani), South Sumatran culturalists (Kemas Andi Sofyan and Surono, S.Pd.), research colleagues from the University of Brunei Darussalam (Dr. Hj Rozaiman Bin Makmun), academics (Dr. Latifah Ratnawati, M. Hum and Nyimas Laili Yuliati, M.Pd.).

The FGD participants agreed that the SPM could be transformed into a drama script and then performed. It is important that the conflict in the drama is clear, which is related to the war of the Palembang people against the Dutch colonialists. It should be noted that there will be difficulties in making character dialogues because the poetic language contains archaic words (old words).

Meanwhile, based on the narrative structure of SPM, 24 scenes were obtained that could be used as SPM drama scripts. The 24 scenes are functional story elements. Meanwhile, the results of the FGD allowed adding complementary story elements including contextual scenes of khadam. The goal is to make refreshment and keep the audience interested.

It is welcome to improvise the story while it is within of reasonableness. The story is still in line with the core story of the poem. It is necessary to pay attention

to property aspects such as costumes and backgrounds. The costumes should be old costumes during the Palembang Darussalam Sultanate and Dutch costumes. It is necessary to display the Palembang culture which was very religious at that time, namely by displaying remembrance.

Director can use expansion techniques by adding characters and settings. This is common because the drama that is staged must be interesting. Director need to narrate the characters in SPM. It is necessary to maintain the existence of poems quoted from SPM which can be used as dialogues for the characters.

## **Research 2. Developing an e-Module for Writing Modern SPM Drama Scripts**

The second research relates to the development of SPM verse drama script writing e-module.

The developed e-module includes the structure of the drama script, criteria for writing drama scripts, explanation of plays, acts, and scenes, steps to write a drama script, and practice writing SPM drama scripts.

The e-module has been validated by materials, linguists and graphic experts. The following are the results of validating the material, language, and graphics of the e-module.

Based on the results of the material validation, the score obtained was 34 out of a maximum score of 45 with an average of 3.77. Thus, the learning material from this product is categorized as valid. There are several suggestions given by the material validator. First, the term "good enough", should be replaced with "enough". Second, spelling, punctuation, use of words and terms must be more precise.

Based on the results of linguistic validation, the score obtained was 41 out of a maximum score of 55 with an average score of 3.72. Thus, the e-module language for writing drama scripts is categorized as valid. In terms of language, each page needs to be examined again. According to the linguistic validator's suggestion, this e-module is very useful in the process of learning to write SPM drama scripts.



Based on the results of graphical validation, the score obtained is 42 out of a maximum score of 45 with an average of 3.55. Thus, the graphics are categorized as valid. According to the graphic validator's suggestion, this e-module is relatively good. However, the left and right layout margins had to be corrected because they were too close.

The following is the e-module for writing drama scripts for SPM verse.



Figure 1 e-Modules for Writing Drama Scripts for SPM Verse

More details can be found at the following link

<https://online.fliphtml5.com/zlemk/igal/>

### Research 3. Developing SPM Digital Teaching Media

The third research relates to the development of learning media for SPM performances using macromedia flash.

This media was created as a companion in modern staging learning as a support for students in understanding modern SPM staging material. The material includes an explanation of the characteristics and characteristics of modern

performances, elements of modern performances, and the creation of a modern performance plan to be held in a theater.

Macromedia flash-based SPM learning involves listening and reading comprehensively. The next activity is doing practice questions as an evaluation tool accompanied by reflection.

The media has been validated by material, language, and media experts. The following are the results of material, language, and media validation.

Based on the results of the material validation, the score obtained was 74 out of a maximum score of 90 with an average score of 3.8. Thus, the material is categorized as valid. However, it is necessary to correct sentences that are not effective in lesson 1 such as "the production leader who..." (*which and so on are eliminated*). Then avoid using the word "where" at the end of each sentence. It is also necessary to fix terms that are not yet consistent like "anda" or "kamu".

Based on language validation, the score obtained was 46 out of a maximum score of 60 with an average score of 3.8. Thus, the language is categorized as valid. However, it is necessary to improve the use of punctuation marks, capital letters, and non-standard word writing errors.

Based on media validation, the score obtained was 56 with a maximum score of 80 with an average score of 3.5. Thus, the media is categorized as valid. However, it is necessary to fix the media color that is too flashy. Furthermore, it is necessary to add pictures and examples in the form of videos.

The following is the SPM performance learning media using macromedia flash.

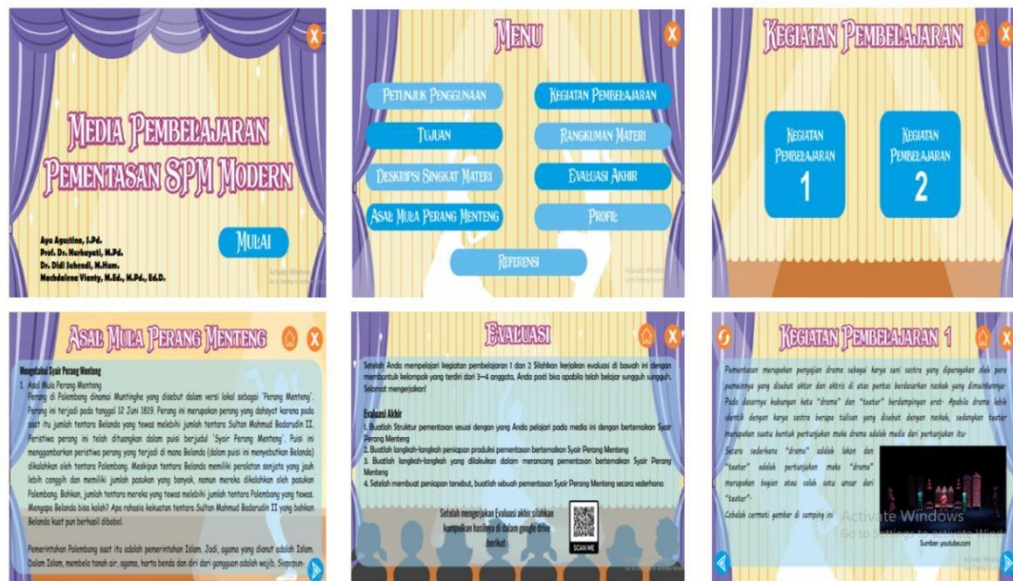


Figure 2 SPM Performance Learning Media Using Macromedia Flash

More details can be found at the following link

<https://drive.google.com/drive/folders/1Q8N-fSIIDxCqXi8QB9pv9KFXscZGzzZW?usp=sharing>

## **BAB V**

### **CONCLUSION AND IMPLICATIONS**

#### **Conclusion**

Research has resulted in the transformation of SPM into various genres. The first genre is developing SPM into a drama script. The drama script developed still maintains the story structure contained in SPM. Furthermore, an e-module was developed to write SPM-based modern drama scripts. The e-module is used in the Palembang Malay Traditional Theater Performance course. The e-module has been validated by expert validators in the fields of material, language and graphics. The results show that the e-module is feasible to use.

Another transformation resulted in the SPM performance model. The SPM performance model is based on a drama script that was developed taking into account elements of turgi drama such as the presence of a director, script, lighting arrangements, costume adjustments to roles, setting adjustments and music, the inclusion of the khadam scene, and the division of managerial teams and artistic teams.

Research has also developed learning media for SPM performances based on macromedia flash. The results of expert validation on the aspects of material, language, and media show that the developed media is feasible.

This research is the first year of research on efforts to transform MSS into various genres in an effort to maintain and develop SPM. Thus, further research is needed in the 2nd year so that this research becomes maximal, especially related to research outputs and research effects in the learning process in Palembang Malay Traditional Theater Performance Course in particular and the process of learning Indonesian at various levels of Elementary and Secondary Education in Palembang generally.

#### **Recommendation**

Various research outputs such as the e-module for writing SPM drama scripts and digital-based learning media for SPM drama performances can be used by not only students but also students who wish to learn to write drama scripts and perform SPM. The e-modules and media developed in this study are designed so

that students play a more active and independent role in learning. In addition, e-modules and learning media can contribute to the introduction of local culture.

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## ATTACHMENT 1

### 1. Article in Gramatika Journal

Volume 8 Issue 1, 2022 (101-133)

P-ISSN: 2442-8485, E-ISSN: 2460-6316

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### E-Module Development of Writing the Menteng-War Verse-Based Drama Script Using Flip Html 5

Pengembangan E-Modul Menulis Naskah Drama Berbasis

Syair Perang Menteng Menggunakan Flip Html 5

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**Abstract:** This research is motivated by the unavailability of teaching materials for writing drama scripts that satisfy the instructional needs of the Palembang Malay Traditional Theater Course. Therefore, development research was conducted to obtain the teaching materials. The procedure starts from needs analysis, expert validation, small group evaluation, and field test. To obtain the necessary data Likert scale questionnaires, interviews, assessment sheets, and tests were used. The study show that: (1) all students and lecturers needed an e-module to write a drama script based on the Menteng War Verse using Flip html 5; (2) the e-module design can be categorized as valid based on the material score of 34 (75.55%), language score of 41 (74.54%), and the graphic score of 32 (71.11%); (3) this e-module teaching material can be categorized as practical on the basis of the score obtained, i.e. 11 (73.33%); (4) the drama script writing e-module can be considered very effective based on the increase in the average score (45.89). The e-module as a result of this research development can be used as teaching materials to improve the quality of the process and outcomes of learning to write a drama script of the Menteng War Verse.

Keywords: Development, writing drama script, Menteng War verse, Flip html 5

Abstrak: Penelitian ini dilatarbelakangi oleh belum tersedianya bahan ajar menulis naskah drama yang sesuai dengan kebutuhan Mata Kuliah Teater Tradisional Melayu Palembang. Oleh sebab itu, dilakukan penelitian pengembangan untuk memperoleh bahan ajar tersebut. Prosedur penelitian dimulai dari analisis kebutuhan, validasi ahli, small group evaluation, dan field test. Untuk memperoleh data yang diperlukan digunakan teknik angket berskala Likert, wawancara, lembar penilaian, dan tes. Hasil penelitian ini adalah: (1) semua mahasiswa dan dosen membutuhkan e-modul menulis naskah drama berbasis Syair Perang Menteng menggunakan Flip html 5; (2) e-modul menulis naskah drama dapat dikategorikan valid berdasarkan skor materi sebesar 34 (75,55%) dari skor total maksimal 45; skor bahasa sebesar 41 (74,54%) dari skor maksimal 55; skor kegrafikaan sebesar 32 (71,11%) dari skor maksimal 45; (3) bahan ajar e-modul ini dapat dikategorikan praktis atas dasar skor yang diperoleh yaitu 11 (73,33%) dari skor maksimal 15; (4) e-modul menulis naskah drama dinilai sangat efektif berdasarkan kenaikan rerata skor (45,89) yaitu dari rerata skor tes awal 41,43 ke rerata skor tes akhir 87,32. E-modul hasil pengembangan ini dapat digunakan sebagai bahan ajar untuk meningkatkan kualitas proses dan hasil pembelajaran menulis naskah drama Syair Perang Menteng.

Kata kunci: Pengembangan, menulis naskah drama, Syair Perang Menteng, Flip html 5

## 1. Introduction

The influence of the increasingly rapid development of information technology in the current era of globalization on the world of education cannot be avoided anymore. Technological developments encourage efforts to improve the quality of education, especially the quality of the learning process (Tanjung, 2020; Prayudi et al., 2021; Padullo et al., 2021; Aksentijević et al., 2021; Ramadhan et al., 2022). The use of technology in the learning process allows students to access the information they need to improve their knowledge and learning activities. One component related to technological developments in education is teaching materials (Napoles et al., 2022; Hsieh & Huang, 2020; Sari & Ahmad, 2021; Oronce & Manalo, 2021; Grose et al., 2022). One of the most needed teaching materials is e-module.

Several previous studies related to e-module applications have been carried out. One of them was e-module development research using flip applications (Ajoke, 2017; Sari & Subyantoro, 2018; Salleh et al., 2019; Frimpong, 2021; Agustina & Efendi, 2021; Nurbaiti et al., 2021; Himawan & Suyata, 2022). However, none of these studies developed an e-module using Flip html 5, especially one for writing drama scripts based on the Menteng War Verse (MWW).

One of the skills the students must master in the Course of Palembang Malay Traditional Theater is to write a drama script based on MWV. It was written in 1819 by

R. M. Rasip (Rahman et al., 2009), the personal secretary of Sultan Mahmud Badaruddin II. The MWV is a local Palembang verse. Therefore, it is used as the main topic in the Course of Palembang Malay Traditional Theater, proficiency in writing the MWV.

The needs analysis showed that the Palembang Malay Traditional Theater Course did not have teaching materials. A total of 26 students indicated that they expected the development of the teaching materials. The reason why the students had difficulty in writing the script of the MWV drama was the lack of teaching materials that fully explained the steps of writing the script of the MWV drama. The interview results with the lecturers showed that there was no teaching material for the students to write the script of the MWV drama. The lecturers expected that the teaching material to be developed could attract the students' interest in writing the drama script of the MWV. They also felt desire for online teaching materials easily accessible for both lecturers and students.

The results of the assessment of the needs of the lecturers showed that they put forward five important points. First, the material provided should be more in line with the learning objectives. Second, the upcoming e-module should include material on MWV such as who wrote them, when they were written, the brief content of the verses, and the script model of the MWV. Third, the desired e-module should place emphasis on individual writing skills. Fourth, the e-module should be equipped with an assessment rubric and an appropriate way to evaluate the script of the MWV drama. Fifth, the e-module should use easily understandable language for the students.

The online learning process has increasingly developed in recent years. Therefore, the provision of teaching materials in the form of e-modules is a necessity. Likewise, various digital applications are progressively prevalent and can be used in the learning process. One of the digital applications that can be used in the learning process is Flip html 5. Various studies prove that the use of Flip html 5 can affect the writing process (Lupi et al., 2021; Febriansyah et al., 2021; Mahfuddin et al., 2022; Ulum & Wiyatmo, 2022). The advantages of Flip html 5 are that it has an editing function to add hyperlinks, images, videos, and sounds to support the material and the addition of multimedia objects on the pages that can be flipped like a real book. The Flip html 5 can be read via mobile phones, computers, laptops, and the like. The e-module Flip html 5 can be published via website, e-mail, and whatsapp (Candra, & Susilowibowo, 2021; Wahyuni, Noer, & Linda, 2018).

Therefore, based on the problems described above, the researchers chose an alternative to develop teaching materials in the form of an e-module of writing drama scripts based on the MWV using Flip html 5 in the hope that the learning process could be more practical and effective.

This study aimed to describe the need for e-modules appropriate with the needs of students and lecturers, describe the results of the expert validation on the development e-module, and find out the practicality and effectiveness of the e-module based on the small group evaluation, and field test.

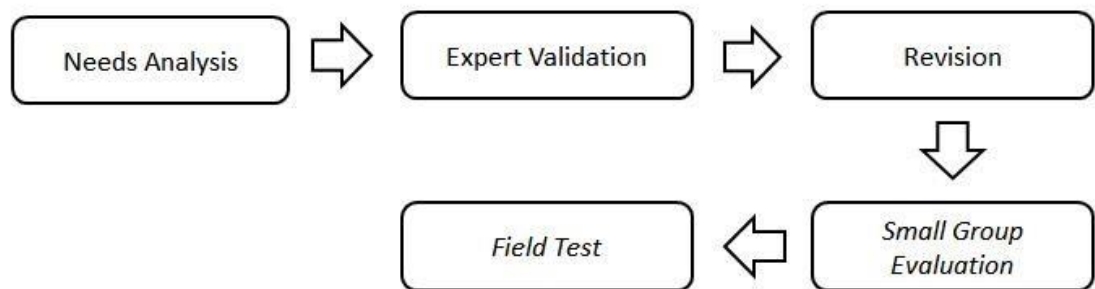
## 2. Method

## 2.1 Research Design

This study was a type of research and development that produced an output or product. The product developed in this study was an e-module for writing drama scripts based on the MWV using the Flip html 5. This study used a learning material development model by Dick, Carey and Carey (2015: 104). The steps consisted of 5 stages, namely needs analysis, expert validation, revision, small group evaluation, and field test.

The design of the study is described as follows.

Figure 1 Research procedure



## 2.2 Needs Analysis

The first stage is the needs analysis. It was carried out to find out the needs of students and lecturers for the necessity of an e-module to write a drama script based on the MWV using the Flip html 5. The needs analysis was performed using the Likert scale starting from the scores of 1 (strongly disagree-SD), 2 (disagree-D), 3 (agree-A), and 4 (strongly agree-SA).

The scoring data obtained from the student needs analysis were added together and then converted into percentages. While the obtained data from the interview were described according to the questions. The results of the needs analysis of the students and lecturers were parts of determining the need for the development of e-modules described in the background section.

## 2.3 Expert Validation

The second stage was the expert validation. The expert validation was carried out by the experts giving their opinions to assess the validity of the developed e-module. The e-module validation was composed of three aspects, namely material validity, linguistics, and graphics. The material was validated by IZ. The linguistic aspect was validated by ER. Both of them are the lecturers of Master Program of Language Education, Faculty of Teacher Training and Education, Universitas Sriwijaya. The graphic validation was carried out by YL, a lecturer of the Undergraduate Program of Indonesian Language and Literature Education, Faculty of Teacher Training and Education, Universitas Sriwijaya.

To obtain the data from the expert validation, assessment sheets were used. The assessment sheet given to the experts comprised two parts. The first section contained a scoring table in the form of numbers on a grading scale of 1 to 5. The second section contained a column of suggestions and comments from the experts on the developed teaching materials.

The assessment related to the validity of the material included 9 components consisting of (1) the existence of clear learning objectives, (2) the existence of clear learning instructions, (3) the teaching materials to make it easier for students to learn and (4) help them complete their learning tasks, (5) the information in accordance with the learning objectives, (6) the teaching materials containing relevant drama script elements, (7) the steps to write a clear drama script, (8) the stages that help students write drama scripts appropriately, and (9) the teaching materials to help students understand.

The assessment related to the validity of language included 11 components consisting of (1) the accuracy of sentence structure, (2) the aspects of sentence effectiveness, (3) the validity of terms, (4) the understanding of messages or information, (5) the ability to motivate students, (6) the ability to encourage critical thinking, (7) the conformity with student intellectual development, (8) conformity with the level of student emotional development, (9) the spelling accuracy, (10) the consistency of use of terms, and (11) the use of symbols.

The assessment related to the validity of the graphics included 9 components consisting of (1) the suitability of the size with the e-module material, (2) the accuracy of the appearance of the layout elements on the face and back covers that have unity and consistency, (3) the accuracy of colors and layout elements, (4) the attractiveness of the letters used and easy

to read, (5) the accuracy of the typeface combination, (6) the accuracy of the e-module ampoule, (7) the consistency of the layout, (8) the accuracy of the e-module page speed-up layout, and (9) the typographical precision of the contents of the e-module.

## 2.4 Small Group Evaluation

The small group evaluation was carried out by asking 9 students representing the low, medium, and high groups. The data were collected using the questionnaires in the form of a Likert scale.

The questionnaire statements related to the components of (1) whether the questions given were in accordance with the learning objectives, (2) whether the e-module had sufficient information on the material provided, and (3) whether the examples discussed in the e-module were sufficient, and (4) whether the order of the material in the e-module was appropriate.

To find out the validity and practicality of the developed e-module, assessment criteria were used as shown in Table 1. The average score obtained from the 5th scale assessment was converted into the percentages of the following 4 category intervals.

**Table 1. Category Assessment Results**

| No. | 1-5 Rating Scale Score | Percentage Score | Category                    |
|-----|------------------------|------------------|-----------------------------|
| 1   | 4.3 - 5.0              | 86 - 100         | Very valid/Very practical   |
| 2   | 3.5 - 4.2              | 70 - 86          | Valid/practical             |
| 3   | 2.8 - 3.4              | 56 - 70          | Quite valid/Quite practical |
| 4   | 1.0 - 2.7              | 0 - 56           | Invalid/impractical         |

## 2.5 Field Test

The field test was conducted to find out the effectiveness of the e-module. The research design at the field test stage was in the form of an experiment with a one- group pretest-posttest design with a total of 26 students. The data collection technique was carried out by asking the students to write the script of the drama of MWV. The tests were carried out twice, i.e., the pretest before using the e-module and the posttest after using the e-module.

This study used SPSS 25 as a medium to describe the data obtained from the paired sample t-test. This test aimed to find out the differences from the data of the first sample to those of the second sample with the same subjects.

When the t-test proved a significant difference between the two average values, it was assumed that there was a significant improvement in the ability to write a play script based on the MWV associated with the use of the developed e-module.

## 3. Results And Discussion

### 3.1 E-Module Menus

This e-module was designed using Flip html 5. The menus contained in the e-module for writing drama scripts based on MWV comprise (1) preface, (2) table of contents, (3) instructions for using the module, (4) learning objectives, (5) introduction to the module, (6) material, (7) exercises, (8) summary, (9) evaluation, (10) assessment criteria, (11) references, (12) bibliography, and (11) author biodata.

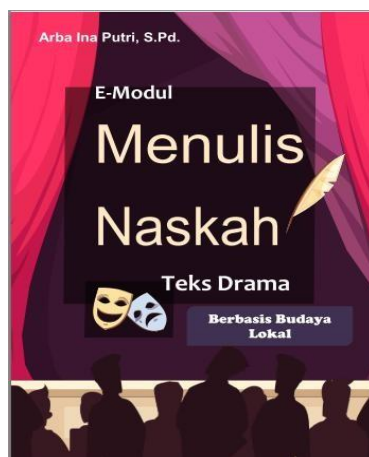


Figure 1. E-module cover display using Flip html 5

To be able to use this e-module, students have to meet the following (1) the availability of adequate computer and internet facilities; (2) ability to operate computers properly; (3) involvement in the learning process; and (4) having their lecturers as supervisors, mediators, motivators, and facilitators.

### 3.2 Needs Analysis

#### Student Needs Analysis

From the needs analysis questionnaire, the following information was obtained. A total of 10 students (38.5%) stated that they had never read the MWV, 9 students (34.6%) stated that they never knew the MWV, and 12 students (46.2%) stated that they did not know that the MWV contains elements of myth. These three data indicate that students have never read and known the MWV, so teaching materials are needed to introduce MWV to students.

Regarding the students' initial knowledge about the MWV, 13 students (50%) agreed that the MWV were local works, 10 students (38.5%) agreed that the MWV theme was heroism, 13 students (50%) agreed that the MWV was an epic work, 12 students (46.2%) strongly agreed that the MWV contained historical elements, and 14 students (53.8%) agreed that the MWV was very worth. The five data showed that according to students, the MWV was a local work with a heroic theme, an epic work, which contains historical elements, was very valuable, so it is very important if the MWV is studied by students.

Furthermore, in relation to students' expectations of the content of teaching materials, 16 students (61.5%) agreed that teaching materials for writing the script of the MWV based on Flip html 5 were needed, 15 students (57.7%) agreed that teaching materials for learning to write the MWV drama script based on Flip html 5 were developed; 14 students (53.8%)

strongly agree to learn by using teaching materials that can show how to work, pictures, or material in more detail/real interesting for students; and 14 students (53.8%) stated that they had never studied using other teaching materials (audio, visual, or audio visual). The data indicate that students need e-module teaching materials to write the MWV based on Flip HTML 5 which contains instructions on how to work, pictures, and materials in more detail to make it easier for students to write the MWV drama script.

### Lecturer Needs Analysis

Based on the results of researchers interviews with lecturers who teach the Palembang Malay Traditional Theater course, Indonesian Language and Literature Education Study Program, Universitas Sriwijaya, the cause of students having difficulty writing the drama script of the MWV was the unavailability of teaching materials for writing the MWV drama script. In addition, the cause of students' difficulties in writing the drama script of the MWV was the difficulty of the students in determining ideas, determining the elements of the MWV drama script, determining the structure of the MWV drama script, determining events, and developing sentences. Lecturers also found it difficult to develop teaching materials that attracted students' interest in writing. So it is necessary to develop teaching materials for writing the drama script of the MWV. The lecturer's expectation for the teaching materials developed is the availability of teaching materials that can attract students' interest in writing, especially writing the drama script of the MWV.

The lecturer stated several criteria for interesting teaching materials. First, these teaching materials can foster interest in learning and motivate students. Next, the teaching materials are easy for lecturers and students to understand, easy to operate, can help lecturers in teaching, help students not only to learn guided but also independently. The teaching materials are also useful and in accordance with the learning objectives. Meanwhile, the desired material in the teaching materials is the understanding of drama scripts, elements of drama scripts, examples of drama scripts, steps to write drama scripts, drama script structures, and linguistic elements of drama scripts.

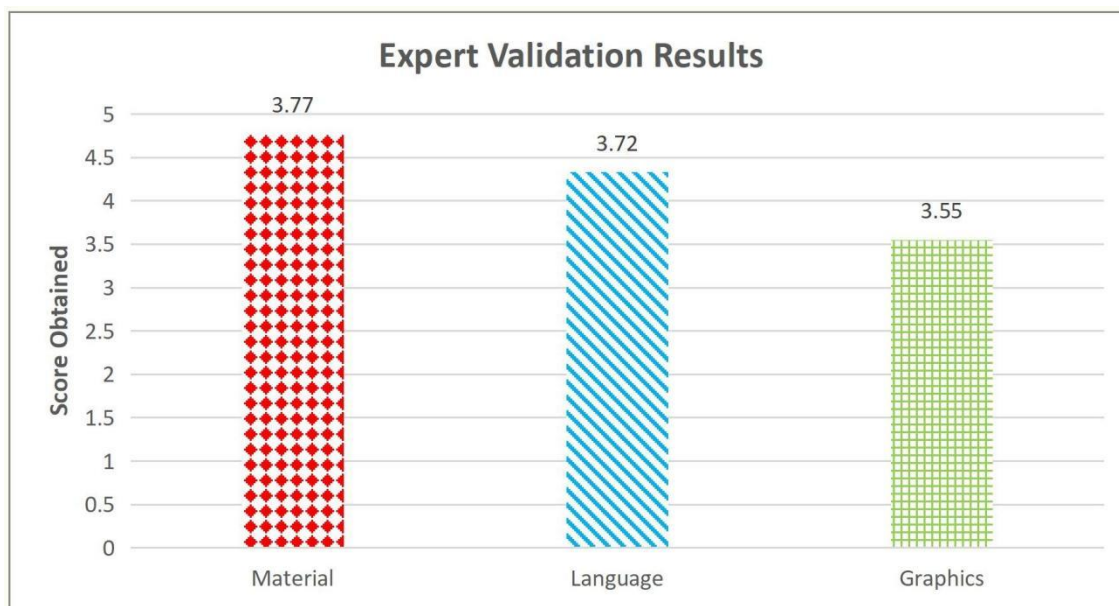
Furthermore, regarding the desired video content, the lecturers prefer concrete videos such as videos that talk about the MWV and others. The choice of the video is based on the lecturer's consideration that students can more easily imagine and write what is seen concretely. On that basis, the researcher developed the Flip html 5 e-module teaching material.

### 3.3 Expert Validation

The following chart displays the results of expert validation on the validity of the developed e-module.



Figure 1. Expert Validation Results



The results of the material expert validation showed that the e-module was categorized as valid in use. Of the 9 components of assessment on a scale of 5, the aspects of learning objectives clearly obtained a score of 4; the aspects of learning instructions clearly obtained a score of 4; the aspects of teaching materials facilitating students to learn obtained a score of 4; the aspects of teaching materials helping students complete the learning tasks obtained a score of 3; the information aspects conforming with the learning objectives obtained a score of 4; the aspects of teaching materials containing material elements of the relevant drama script obtained a score of 3; the aspects of steps to write a drama script obtained a score of 4; the aspects of the existence of stages helping students write drama scripts correctly obtained a score of 4; and the aspects of teaching materials helping students understand obtained a score of 4. The score from the material validation amounted to 34 out of a maximum score of 45 with an average of 3.77 or 75.55%. Consequently, the learning materials of this product were categorized as valid for use by the students. There were several suggestions given by the material validators in the comments column. First, the term "good enough", should have been replaced with "enough". Secondly, the spelling, punctuation, word writing, and term selection should have been more thorough.

The results of the language experts validation, the e-module was categorized as valid in use. Of the 11 components of the assessment with a scale of 5, the aspects of sentence structure accuracy obtained a score of 4; the aspects of sentence effectiveness obtained a score of 3; the aspects of term standard obtained a score of 4; the aspects of understanding of messages or information obtained a score of 3; the aspects of ability to motivate students obtained a score of 4; the aspect of ability to encourage critical thinking obtained a score of 4; the aspect of conformity with the student intellectual development obtained a score of 4; the aspect of conformity with the level of student emotional development obtained a score of 4; the aspect of spelling accuracy obtained a score of 4; the aspect of consistency

of the use of the term obtained a value of 3; and the aspect of using symbols obtained a score of 4.

Overall, the scores obtained from the expert validation to language was 41 out of a maximum value of 55 with an average of 3.72 or 74.54%. Therefore, the e-module language of writing a category play script was valid for use by the students.

The language validators commented and suggested that this e-module be very useful in the learning process of writing the script of the drama of MWV. In terms of language, it is necessary to look again carefully at each page.

The assessment of the expert of graphics showed that the e-module was categorized as valid in use. Of the 9 components of the assessment with a scale of 5, the aspects of size suitability with the e-module material obtained a score of 3; the aspect of the accuracy of the appearance of the layout elements on the front and back cover having unity and consistent obtained a score of 4; the aspects of color accuracy and layout elements obtained a score of 4; the aspects of the attractiveness of the letters being used and easily readable obtained a score of 4; the aspects of the accuracy of typeface combinations obtained a score of 3; the aspects of accuracy of the illustration of the e- module cover obtained a score of 3; the aspects of consistency of the layouts obtained a score of 4; the aspects of the layout accuracy of the page acceleration obtained a score of 3; and the aspect of typographic precision of the contents of the e-module obtained a score of 4.

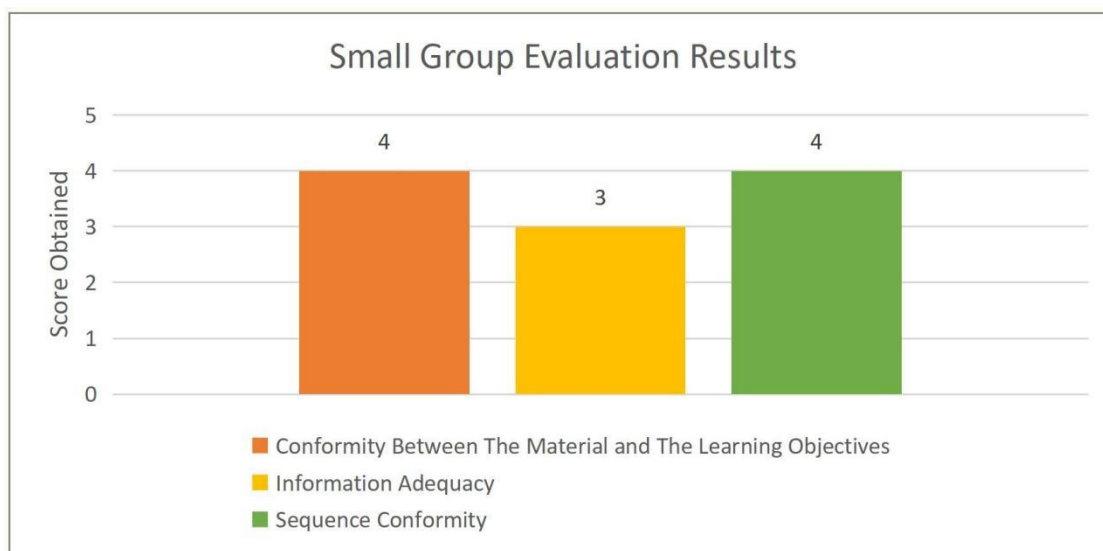
Overall, the value obtained from the validation of the expert of the graphics amounted to 32 out of a maximum value of 45 with an average of 3.55 or 71.11%. Consequently, the graphics of the e-module of writing the drama scripts was valid for use by the students. The graphics validator commented and suggested that the e- module was relatively good; yet, the left and right layout margins be fixed because they were too close.

#### 3.4 Results of Small group evaluation

The following are the results of the small group evaluation questionnaire. Of the 3 components of assessment with a scale of 5, the aspect of conformity between the material and the learning objectives obtained a score of 4; the aspect for the information adequacy component obtained a score of 3; and the aspect of the sequence conformity component obtained a score of 4. The score obtained from the small group evaluation amounted to 11 out of a maximum score of 15 with an average of 3.66 or 73.33%. Therefore, the e-module of writing a drama script based on the MWV using Flip html 5 belonged to a valid category. The e-module of writing drama scripts based on the MWV using Flip html 5 had sufficient information and exercises in helping students write the drama script of the MWV.

The following is the graph of the results of the small group evaluation.

Figure 2. Small group evaluation results



### 3.5 Field Test

The results of the field test showed that the lowest score of the pretest was 30 and the lowest score of the posttest was 75. The highest score obtained for the pretest was 55 and the highest score for the posttest was 100. The average pretest score was

41.43 and the average posttest score was 87.32. There was an increase in students' skills in writing the script of the MWV drama. The standard deviation obtained from the pretest value was 8.262 while, the standard deviation obtained from the posttest was 6.452.

The students' skills improved after receiving the treatment because of good data having a small standard deviation. In addition, it was influenced by the increase in the average value of the posttest.

Table 2. Results of Descriptive Statistical Test

|                    | N  | Minimum | Maximum | Mean  | Std. Deviation |
|--------------------|----|---------|---------|-------|----------------|
| Pre-Test           | 28 | 30      | 55      | 41.43 | 8.262          |
| Post-Test          | 28 | 75      | 100     | 87.32 | 6.452          |
| Valid N (listwise) | 28 |         |         |       |                |

Furthermore, to find out whether or not there was a significant improvement in the ability to write drama scripts based on the MWV for students before and after the use of e-module, a t-test statistical analysis was carried out. The results of the calculation of the t-test of paired samples can be seen in Table 3 as follows.

**Table 3. Paired Sample Test**

|                             | Mean    | Std. Deviation | Std. Error | 95% Confidence Interval of the Difference |         | t       | df | Sig. (2-tailed) |
|-----------------------------|---------|----------------|------------|---|---------|---------|----|-----------------|
|                             |         |                |            | Lower                                     | Upper   |         |    |                 |
| Pair 1<br>Pre-Test<br>Post- | -45.893 | 8.612          | 1.628      | -49.232                                   | -42.553 | -28.197 | 27 | .000            |

Table 3 shows that from pretest to posttest the average score increased by 45.893, the standard deviation was 8.612, and the sig value (2-tailed) was 0.00. This means that there was a significant difference in the average score of the ability to write the script of the MWV written by the students between before and after the use of the e-module using Flip html 5 developed by the researchers. It is based on the fact that the sig value (2-tailed) was 0.00 less than the alpha value of 0.05. In conclusion, the e-module using Flip html 5 to write the script of the developed MWV drama was categorized as effective because it conformed with the needs analysis and there was an increase in scores in the pretest and posttest students.

### Discussion

This e-module was developed based on the analysis of the needs of students and lecturers. This e-module is expected to be a valid, practical, and effective teaching material in teaching writing material for the drama script of the MWV. This e-module is also designed systematically. The content of this e-module consists of: 1) introduction,

(2) table of contents, (3) instructions for using the module, (4) learning objectives, (5) introduction to the module, (6) materials, (7) exercises, (8) summary, (9) evaluation,

(10) assessment criteria, (11) references, (12) bibliography, and (11) author's biodata.

Based on the results of the analysis of the needs of students and lecturers, a product design was made by the researchers. The researchers then developed the design into an e-module using Flip html 5. The product design was then validated by experts. Validation in this study includes three aspects, namely aspects of the feasibility of the material, language, and graphics. Each expert provided an assessment, comments, and suggestions which were then followed up with revisions by the researchers. In terms of the feasibility of the material, language, and graphics as a whole, it can be concluded that the developed e-module is valid and can be further tested on students.

After getting comments and suggestions from experts, the researchers then made a revision. The revised e-module was then tested for practicality in a small group and the results showed that this e-module was valid because it got an average score of 3.66 or 73.33%. Next is a field test. Students were given a pretest and posttest, each of which contained a task to write a drama script based on the MWV. The results of the field test indicated that

there was an increase in students' skills in writing drama scripts based on the MWV from an average of 41.43 to 87.32 (a difference of 45.89).

This increase occurred because students had done exercises to write drama scripts based on the MWV using the flip html 5 e-module. The e-module contained exercises that were arranged according to the needs of students and lecturers. The e-module is also equipped with examples, steps for writing a drama script, assessment criteria, and competencies that students must achieve.

The effectiveness of this e-module is determined by a number of factors. This Flip html 5 e-module is equipped with steps to write drama scripts so that it helps students learn to write drama scripts. In addition, this e-module is accompanied by assessment criteria to assist the assessment process. There are instructions for use in each section to make it easier for students to do the exercises. This e-module is easy to find words with the word search feature that can be read through computers, laptops, and mobile phones.

In addition to the advantages mentioned above, this e-module also has disadvantages. E-module Flip html 5 can only be used on gadgets that support the flash feature. There is no tool to mark which pages have been read, requires careful planning and a long time in modifying teaching materials and there are differences between the paid version and the free version.

The flip html 5 e-module can help students carry out their learning activities anytime and anywhere (Irwansyah, 2021; Jauharati, Hardiansyah, & Halang, 2022; Indun, Halang, & Ajizah, 2022). The results of these studies support the results of this current study, namely that writing skills including writing drama scripts can be improved, and writing drama scripts based on MWV can be carried out without being limited by space and time, according to the abilities of each student.

In connection with several previous studies related to the MWV (Masri, 2014; Jannah, 2017; Sepriady, 2019), the results of this development are related in terms of the topic studied, namely MWV. The difference is that the previous research did not use the developed e-module, while in this study the researcher used the Flip html 5 e-module development in writing the drama script of the MWV.

This e-module for Writing a Drama script based on the MWV using Flip html 5 has been tested for validity and practicality. Validity is proven through validation by linguistic, material, and graphic experts. Practicality and effectiveness are proven through tests to a number of students (small group) and field tests respectively.

This research can provide benefits for the development of education in Indonesia in general, and specifically Universitas Sriwijaya. The results of this study are expected to contribute ideas in developing interesting interactive teaching materials, inspiring students to write drama scripts based on the MWV.

#### 4. Conclusion

Based on the results of the study, the following are the conclusions. can be concluded as follows. First, the development of the e-module used the Flip html 5 in the material for writing the drama script of the MWV which was designed to be quite valid. Thus, the e-

module can be used by students and lecturers. The validity of the e-module was illustrated from the three aspects of assessment: material, language, and graphics. Second, the e-module for writing drama scripts based on the MWV used the Flip html 5 in the material for writing the script of the MWV for the 5th semester students in the Palembang Malay Traditional Theater course, Universitas Sriwijaya, the Study Program of Indonesian Education designed to be very practical. Therefore, the e-module can be used by students and lecturers. Third, the field test based on the percentage comparison of the average pretest analysis showed that the e-module was effective in student learning outcomes. Therefore the e-module can be used as teaching material in the learning process in the Palembang Malay Traditional Theater course, the Study Program of Indonesian Education, Universitas Sriwijaya.

#### Funding Acknowledgments

The authors expresses their deepest gratitude for the financial support through the International Collaborative Research scheme of Faculty of Teacher Training and Education Universitas Sriwijaya, South Sumatra, Indonesia with contract number 1674/UN9.FKIP/TU.SK/2022.

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|------|--------------|--|---|-------|--------------------|
| 6204 | 09-22        | Putri, Nurhayati, Saripudin, Mirizon,... | E-MODULE DEVELOPMENT OF WRITING THE SYAIR PERANG MENTENG... | 28    | Vol 8, No 2 (2022) |

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## Effectiveness of Learning Media for Drama Performances Based on Syair Perang Menteng Using *Macromedia Flash*

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Article info

ABSTRACT

Article history:

Received:

Revised :

Accepted:

*The purpose of this study was to examine the effectiveness of the use of Macromedia Flash media in the material for drama performances based on the Menteng War Poem. The research method used is a quasi-experimental research design with one group pretest posttest. Data collection techniques using tests. The data analysis technique used normality test followed by one sample t-test. The sample of this research is the third semester students of S1 Indonesian Language & Literature Education Faculty of Teacher Training and Education, Sriwijaya University, totaling 28 people. From the results of hypothesis testing, the t-count value is 64.073 at df 27 with a significant level of 5%, t table is 1.703. Thus Ha which reads "There is a significant effect on student learning outcomes in the performance of the Menteng War Poem-based drama using Macromedia Flash" is accepted. It was concluded that there was a significant effect on student learning outcomes in the play based on the Syair Perang Menteng using Macromedia Flash. Thus, the use of Macromedia Flash as a learning medium for drama performances based on the Syair Perang Menteng is effectively used.*

Keywords:

keefektifan

media

pementasan drama

Macromedia Flash

Tujuan penelitian ini untuk menguji keefektifan penggunaan media *Macromedia Flash* pada materi pementasan drama berbasis Syair Perang Menteng. Metode penelitian yang digunakan adalah eksperimen semu dengan desain penelitian *one group pretest posttest*. Teknik pengumpulan data menggunakan tes. Teknik analisis data menggunakan uji normalitas dilanjutkan dengan uji *one sample t-test*. Sampel penelitian ini adalah mahasiswa semester tiga S1 Pendidikan Bahasa dan Sastra Indonesia Fakultas Keguruan dan Ilmu Pendidikan Universitas Sriwijaya yang berjumlah 28 orang. Dari hasil pengujian hipotesis diperoleh nilai t hitung sebesar 64,073 pada df 27 dengan taraf signifikan 5% t

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tabel 1,703. Dengan demikian Ha yang berbunyi “Ada pengaruh yang signifikan terhadap hasil belajar mahasiswa pada pementasan drama berbasis Syair Perang Menteng menggunakan *Macromedia Flash*” diterima. Disimpulkan bahwa terdapat pengaruh yang signifikan terhadap hasil belajar mahasiswa pada pementasan drama berbasis Syair Perang Menteng menggunakan *Macromedia Flash*. Dengan demikian, penggunaan *Macromedia Flash* sebagai media pembelajaran pementasan drama berbasis Syair Perang Menteng efektif digunakan.

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## PENDAHULUAN

Syair Perang Menteng SPM menjadi salah satu sejarah perjuangan rakyat Palembang melawan Belanda. Syair Perang Menteng tersebut menjadi sejarah kelam bagi Belanda dan kemenangan terhebat bagi Palembang pada abad-19. Kisah Perang Menteng ditulis dalam bentuk Syair (Rahman & Musiana., 2009). Cerita dimulai ketika wilayah Kesultanan Palembang Darussalam menjadi rebutan Belanda dan Inggris. Untuk mengamankan wilayah tersebut, Belanda mengirimkan Herman Warner Muntinghe, seorang sarjana hukum yang menjabat sebagai komisaris pemerintah kolonial di kawasan Palembang dan sekitarnya. Pada masa itu, Kesultanan Palembang dipimpin oleh Sultan Mahmud Badaruddin II. Wilayah kekuasaannya adalah salah satu penghasil lada. Ketika Inggris menyerbu Jawa pada tahun 1811, Muntinghe melakukan penyerangan melalui darat dan laut, namun rakyat Palembang melakukan penyerangan kembali dengan menembaki kapal-kapal Belanda. Akhirnya akhir perang dimenangkan oleh rakyat Palembang. Syair Perang Menteng perlu dilestarikan dengan berbagai cara. Salah satunya dengan menjadikan SPM sebagai mata kuliah Teater Tradisional Melayu Palembang, mata kuliah tersebut memiliki tujuan yaitu mahasiswa yang mengikuti perkuliahan dapat memahami serta mementaskan SPM dengan baik. Mahasiswa mengharapkan adanya media pembelajaran pementasan drama Syair Perang Menteng untuk menunjang tujuan yang dimiliki oleh mata kuliah tersebut.

Berdasarkan penelitian awal yang telah dilakukan oleh peneliti pada mahasiswa S1 Pendidikan Bahasa Indonesia semester tiga Universitas Sriwijaya. Berdasarkan survei awal sebanyak 68,6% dari 28 mahasiswa mengaku belum mengetahui pementasan SPM. Oleh sebab itu, mahasiswa mengalami kesulitan-kesulitan saat memahami pementasan drama SPM, diantaranya (1) mahasiswa kesulitan dalam menentukan watak tokoh di dalam SPM, (2) mahasiswa kesulitan dalam menentukan setting panggung, setting tempat, setting waktu, dan setting suasana, (3) mahasiswa kesulitan mengalihwanakan SPM ke dalam bentuk pementasan. Penyebab masalah tersebut karena belum tersedianya media pada mata kuliah Teater Tradisional Melayu Palembang. Media pembelajaran sangat dibutuhkan keberadaannya di tengah-tengah praktik pembelajaran. Dengan tujuan

mahasiswa mendapatkan hasil yang maksimal dalam memahami materi pementasan drama SPM.

Sebuah pementasan drama memiliki arti sebagai pertunjukan karya seni yang menampilkan sebuah cerita yang dimainkan oleh tokoh-tokoh cerita di atas panggung (Brusila, 2021) (Famularsih, 2020). Konsep pementasan sebagai karya seni pementasan dalam bentuk akting atau gerak dengan melatih kemampuan yang dilakukan oleh para pemainnya berdasarkan gerak atau *action* para tokoh, ekspresi wajah, gerak anggota tubuh yang lain, *blocking*, posisi tokoh di atas pentas serta menganalisis tata busana, tata panggung, tata bunyi, dan tata lampu (Shermatova, 2021 ; Sunaryo, Rahma, & Putra, 2021). Hal ini dimaksudkan agar pementasan seni lebih menarik (Nurhayati et al., 2018). Pementasan juga dapat dimaknai sebagai suatu kegiatan apresiasi yang bertujuan menampilkan suatu karya seni sebagai hiburan yang dilakukan oleh penonton sebagai penikmat karya seni (Amin et al., 2021).

Pementasan drama merupakan hidup yang dilukiskan dengan gerak, suatu karangan yang menggambarkan sifat, sikap dan konflik kehidupan manusia yang dilukiskan dengan gerak dalam bentuk dialog sebagai unsurnya dan dapat menimbulkan perhatian penonton, drama juga merupakan seni pertunjukan yang menggabungkan seni sastra tulis dengan seni lainnya seperti seni musik, sehingga dapat merangsang gairah pemain serta menarik perhatian penonton (S. Rahman, 2017).

Pementasan drama memiliki kekhususan karakteristik dalam pertunjukannya ( Inderawati, 2022 ; Nesen, 2021 ; Sagimin, 2018 ; Septiandini et al., 2021) yakni: (1) penggambaran unsur-unsur pembangun dari segi genre sastra terasa lebih lugas, lebih tajam, dan lebih detil, terutama unsur penokohan dan perwatakan; (2) dimensi dalam seni, pementasan drama dapat memberikan pengaruh emosional yang lebih besar dan terarah kepada penonton jika dibandingkan dengan genre sastra lainnya; (3) keterkaitan dimensi sastra dengan dimensi seni pertunjukan mengharuskan para aktor dan pemain “menghidupkan” tokoh-tokoh yang digambarkan pengarangnya lewat apa yang diucapkan tokoh-tokoh tersebut dalam bentuk dialog-dialog; (4) bentuk yang khusus dari drama adalah keseluruhan peristiwa yang disampaikan melalui dialog; dan (5) sutradara, aktor, dan pendukung pementasan untuk memvisualisasikan naskah drama.

Salah satu cara membuat proses pembelajaran pementasan drama SPM lebih menyenangkan, dan lebih bersifat interaktif adalah dengan menggunakan media pembelajaran (Dahlan, 2022) (Semadi, 2019) (Afriadi, 2019). Pemilihan media pembelajaran yang sesuai untuk mahasiswa dapat memudahkan dan menumbuhkan minat belajar mahasiswa pada materi pementasan drama Syair Perang Menteng.

Penggunaan media dalam pembelajaran di Universitas memerlukan sebuah inovasi dan kreativitas, agar menciptakan pembelajaran menjadi lebih berwarna dan mampu mengikuti perkembangan teknologi (Anggraeni et al., 2023 ; Tania & Jumadi, 2021).

Tujuan penggunaan media pembelajaran dapat membuat proses pembelajaran menjadi lebih menarik, efektif, dan efisien serta mempermudah pendidik dalam menyampaikan materi dan meningkatkan pemahaman mahasiswa dalam menerima pembelajaran (Amanaturrahmah, 2021 ; Bulkani et al., 2022 ; Rafik & Aceh, 2022

; Salaga et al., 2022 ; Sari & Setiawan, 2018 ; Okamoto et al., 2021 ; Yolanda, Winarni, & Yulisetiani, 2022 ; Yunica et al., 2022). Penggunaan aplikasi teknologi dan pengaplikasiannya dalam mengelola proses pendidikan dianggap sebagai dasar paling penting dari standar kualitas (Hashim 2018 ; Hendawi & Nosair, 2020 ; Mustapha et al., 2021).

Media pembelajaran menggunakan *Macromedia Flash* adalah media ajar yang telah dikembangkan oleh peneliti. Penggunaan media pembelajaran *Macromedia Flash* yang dirancang dapat meningkatkan hasil belajar mahasiswa dalam proses pembelajaran (David & Dedek, 2022 ; Irmatika et al., 2022 ; Nur, 2022 ; Siregar, Ardiana, & Rosyidi, 2019 ; Supriharyanti, Usodo, & Slamet, 2020 ; Yunus et al, 2022) Media ini juga dapat memacu stimulus mahasiswa agar dapat memahami konsep-konsep serta dapat mengetahui bagaimana sebuah pementasan dapat terbentuk dengan baik (Umam & Yudi, 2016). Kemudian Afifah & Karno (2018). Materi pembelajaran yang bersifat abstrak dapat divisualisasikan menggunakan media pembelajaran agar mahasiswa bisa lebih mudah dalam memahami pembelajaran (Irmatika et al., 2022 ; Matsun, Darmawan, & Fitriyanti, 2019 ; Yusra, 2022). Wardani & Setyadi (2017) juga menyatakan bahwa media pembelajaran interaktif menggunakan multimedia mengandung unsur gambar, suara, dan animasi yang dapat membuat ketertarikan mahasiswa terhadap pembelajaran. *Macromedia Flash* dikembangkan oleh *Adobe, software* ini dapat digunakan untuk animasi, game, dan aplikasi pengayaan internet yang dijalankan pada perangkat yang memiliki aplikasi *adobe flash player* ( Hermawan et al., 2018 ; Irvan, Muslihuddin, & Suhartini, 2020 ; Kusumawardani, Wardono, & Kartono, 2018 ; Wikanengsih & Ningrum, 2021).

Penggunaan *Macromedia Flash* sebagai software yang digunakan untuk mengembangkan media pembelajaran didasarkan pada beberapa kelebihan yang dimilikinya, antara lain: 1) seorang pemula yang masih awam terhadap dunia desain dan animasi dapat mempelajari dan memahami *Macromedia Flash* dengan mudah dengan mudah tanpa harus dibekali dasar pengetahuan yang tinggi tentang bidang tersebut; 2) pengguna media *Macromedia Flash* dapat dengan mudah dan bebas dalam berkreasi membuat animasi dengan gerakan bebas sesuai dengan alur adegan animasi yang dikehendakinya; 3) *Macromedia Flash* dapat menghasilkan file dengan ukuran kecil.

Penelitian ini bertujuan mendeskripsikan pengaruh penggunaan media pembelajaran pementasan drama berbasis SPM menggunakan *Macromedia Flash*. Hasil dari penelitian ini juga dapat digunakan pendidik sebagai salah satu referensi yang bisa diterapkan baik dalam materi pembelajaran pementasan drama Syair Perang Menteng.

## **METODE**

Penelitian ini adalah penelitian eksperimen semu dengan perlakuan *one group pretest post test design*. *One group pretest posttest design* berfungsi sebagai desain penelitian, yaitu eksperimen yang dilakukan pada satu kelompok saja tanpa kelompok pembanding. Subjek penelitian ini adalah mahasiswa semester tiga S1

Pendidikan Bahasa dan Sastra Indonesia Fakultas Keguruan dan Ilmu Pendidikan Universitas Sriwijaya yang berjumlah 28 mahasiswa.

Table 1. *One group pretest posttest design*

| Pre test       | Perlakuan | Post test      |
|----------------|-----------|----------------|
| O <sup>1</sup> | X         | O <sup>2</sup> |

Pada tabel 1 kolom O<sup>1</sup> adalah *pretest* dan O<sup>2</sup> adalah *posttest*. Pada penelitian ini, subjek penelitian diberikan *pretest* terlebih dahulu sebelum diberikan perlakuan, kemudian subjek diberikan treatment atau perlakuan yakni penggunaan media pembelajaran pementasan drama menggunakan *Macromedia Flash*. Setelah diberikan perlakuan kemudian diberikan *posttest* untuk mengetahui kemampuan akhir mahasiswa setelah menggunakan media pembelajaran.

Teknik pengumpulan data yang digunakan berupa tes. Tes dilakukan pada saat *pretest* dan *posttest*. Tes tersebut untuk mengetahui kemampuan mahasiswa dalam memahami pembelajaran pementasan drama SPM sebelum dan sesudah menggunakan media pembelajaran yang dikembangkan, berupa tes uraian berdasarkan tujuan yang ingin dicapai. Terdapat 4 pertanyaan tes yang diberikan. Pertanyaan-pertanyaan tersebut berkaitan dengan persiapan pementasan, penokohan dalam pementasan, perlengkapan yang diperlukan dalam pementasan, dan proses mengalihwahkan SPM ke dalam bentuk pementasan.

Teknik analisis data menggunakan *uji normalitas* kemudian pengujian hipotesis menggunakan *uji one sample t-test*. Pengujian hipotesis dilakukan untuk menyelidiki efektivitas penggunaan media pembelajaran terhadap hasil belajar pementasan drama SPM. Data dianalisis menggunakan aplikasi SPSS 25.

Hipotesis nol (H<sub>0</sub>): Tidak ada pengaruh yang signifikan terhadap hasil belajar mahasiswa pada pementasan drama berbasis SPM menggunakan *Macromedia Flash*. Hipotesis alternatif (H<sub>a</sub>): Ada pengaruh yang signifikan terhadap hasil belajar mahasiswa pada pementasan drama berbasis SPM menggunakan *Macromedia Flash*.

## HASIL DAN PEMBAHASAN

Dari hasil tes kemampuan pemahaman materi pementasan drama SPM yang didapatkan dari *pretest* dan *posttest*, kemudian dianalisis secara keseluruhan yang diuraikan menjadi enam bagian, yakni: (a) *descriptive statistics*, (b) *tests of normality*, (c) *paired samples test*, serta (d) *one sample t-test*. Berdasarkan hasil analisis yang telah dilakukan peneliti, berikut ini hasil yang diperoleh dari tes mahasiswa Pendidikan Bahasa dan Sastra Indonesia Fakultas Keguruan dan Ilmu Pendidikan Universitas Sriwijaya.

### *Descriptive Statistics* Kelas Eksperimen

Berdasarkan hasil pengukuran kemampuan pementasan drama SPM yang didapatkan dari *pretest* dan *posttest*. Informasi yang diperoleh kemudian dianalisis menggunakan SPSS menghasilkan pada tabel 2 "*Descriptive Statistics*" terdapat nilai minimum untuk *pretest* yaitu sebesar 25 dan untuk *posttest* sebesar 75. Nilai maksimum untuk *pretest* yaitu sebesar 50 dan untuk *posttest* yaitu sebesar 75. Nilai rata-rata yang didapatkan untuk *pretest* yaitu sebesar 36,43 dengan nilai standar



deviasi sebesar 8,262. Sedangkan untuk *posttest* didapatkan nilai rata-rata sebesar 87,86 dengan standar deviasi sebesar 7,256. Data tersebut menunjukkan bahwa terdapat perbedaan kemampuan pemahaman materi pementasan SPM mahasiswa pada waktu sebelum perlakuan media pembelajaran dan setelah perlakuan menggunakan media pembelajaran dilakukan. Hasil pada tabel 2 menunjukkan bahwa terdapat peningkatan kemampuan pemahaman materi pementasan drama SPM pada sebelum dan sesudah pembelajaran menggunakan media menggunakan *Macromedia Flash*.

Tabel 2. Deskriptif Statistik

|                    | N  | Minimum | Maximum | Mean  | Std. Deviation |
|--------------------|----|---------|---------|-------|----------------|
| Pretest            | 28 | 25      | 50      | 36,43 | 8,262          |
| Posttest           | 28 | 75      | 100     | 87,86 | 7,256          |
| Valid N (listwise) | 28 |         |         |       |                |

### Hasil Tests of Normality,

Hasil *pretest* dan *posttest* menggunakan uji prasyarat yaitu uji normalitas. *Test of Normality* pada tabel 3 bertujuan untuk mengetahui apakah data yang digunakan berdistribusi normal atau tidak. Apabila hasil data yang dianalisis kurang dari 100 maka menggunakan sig 0,05. Data dapat dikatakan berdistribusi normal apabila nilai *Sig* yang didapatkan lebih kecil dari 0,05. Tetapi, apabila nilai *Sig* yang didapatkan lebih besar dari 0,05 maka data tidak berdistribusi normal. data *pretest* didapatkan nilai *Sig* sebesar 0,000 dan data *posttest* nilai *Sig* yang didapatkan sebesar 0,000. Sedangkan, berdasarkan *Shapiro-Wilk* untuk *pretest* didapatkan nilai *Sig* sebesar 0,000 dan untuk *posttest* didapatkan sebesar 0,001. Dilihat dari nilai *Sig* yang didapatkan menunjukkan bahwa nilai *Sig* lebih kecil dari 0,05. Maka, dapat disimpulkan bahwa data berdistribusi normal.

Tabel 3. Tes Normalitas

| Kelompok | Shapito-Wilk |    |      |
|----------|--------------|----|------|
|          | Statistic    | df | Sig. |
| Pretest  | .836         | 28 | .000 |
| Posttest | .844         | 28 | .001 |

### Hipotesis Paired Samples Test

Berdasarkan tabel 5 "*Paired Samples Test*" didapatkan nilai t hitung sebesar 23,591 dengan df sebesar 27 dan didapatkan nilai *Sig* (*2-tailed*) sebesar 0,000. Hipotesis akan diterima apabila nilai *Sig* yang didapatkan lebih kecil dari 0,05 atau nilai t hitung yang didapatkan lebih besar dari nilai t tabel. Nilai t tabel untuk df sebesar 27 dengan taraf signifikan sebesar 5% yaitu 1,703. Dilihat dari nilai t hitung yang didapatkan lebih besar dari nilai t tabel ( $23,591 > 1,703$ ) maka hipotesis diterima. Artinya terdapat peningkatan yang signifikan antara sebelum diberi perlakuan *pretest* dengan setelah diberi perlakuan *posttest*.

Hipotesis: Terdapat peningkatan signifikan antara sebelum diberi perlakuan *pretest* dengan setelah diberi perlakuan *posttest*.

Tabel 4. Statistik sampel berpasangan

|        |          | Mean  | N  | Std. Deviation | Std. Error Mean |
|--------|----------|-------|----|----------------|-----------------|
| Pair 1 | Pretest  | 36,43 | 28 | 8,262          | 1,561           |
|        | Posttest | 87,86 | 28 | 7,256          | 1,371           |

Tabel 5. Uji sampel berpasangan

| Paired Samples Test |      |                |                 |   |         |   |    |                 |
|---------------------|------|----------------|-----------------|---|---------|---|----|-----------------|
|                     | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |         | t | df | Sig. (2-tailed) |
|                     |      |                |                 | Lower                                     | Upper   |   |    |                 |
|                     |      |                |                 | Pretest-Posttest                          | -51.429 |   |    |                 |

### Hipotesis hasil *pretest* dan *posttest* pementasan drama berbasis Syair Perang Menteng

Pengujian hipotesis menggunakan *One-Sample Test*. Berdasarkan perhitungan "*One-Sample Test*" didapatkan nilai t hitung sebesar 64,073 dengan *df* sebesar 27 dan didapatkan nilai *Sig (2-tailed)* sebesar 0,000. Hipotesis akan diterima apabila nilai *Sig* yang didapatkan lebih kecil dari 0,05 atau nilai t hitung yang didapatkan lebih besar dari nilai t tabel. Nilai t tabel untuk *df* sebesar 27 dengan taraf signifikan sebesar 5% yaitu 1,703. Dilihat dari nilai t hitung yang didapatkan lebih besar dari nilai t tabel ( $64,073 > 1,703$ ) maka hipotesis diterima. Artinya terdapat peningkatan yang signifikan antara sebelum diberi perlakuan *pretest* dengan setelah diberi perlakuan *posttest*.

Hipotesis: Terdapat peningkatan signifikan antara sebelum diberi perlakuan *pretest* dengan setelah diberi perlakuan *posttest*

Tabel 6. Tes satu sampel

| One-Sample Statistics |        |    |                 |                 |   |       |
|-----------------------|--------|----|-----------------|-----------------|---|-------|
| Test Value=0          |        |    |                 |                 |   |       |
|                       | t      | df | Sig. (2-tailed) | Mean Difference | 95% Confidence interval of the Difference |       |
|                       |        |    |                 |                 | Lower                                     | Upper |
| Pretest               | 23.332 | 27 | .000            | 36.429          | 33.23                                     | 39.63 |
| Posttest              | 64.073 | 27 | .000            | 87.857          | 85.04                                     | 90.67 |

### Hasil hipotesis per butir soal

Tabel 7. Rumus rata-rata hasil per butir soal

$$\frac{\text{Jumlah skor}}{\text{Jumlah mahasiswa}}$$

Tabel 8. Rumus jumlah nilai per butir soal

$$\frac{\text{Rerata}}{\text{Totak Skor}} \times 100$$

### Soal 1 Persiapan awal pementasan drama berbasis Syair Perang Menteng

Sistematika dalam persiapan awal pementasan ialah membentuk panitia dan tokoh di atas panggung yang berkontribusi dalam pementasan drama. Salah satu aspek penilaian dalam persiapan pementasan drama SPM meliputi: menentukan tokoh, pemilihan sutradara dan pimpinan produksi, memilih ahli setting panggung, setting busana, setting make up, setting musik, setting lighting, bendahara, dan sekretaris. Skor maksimal dalam aspek penilaian ini adalah 15 poin. Dalam menuliskan sistematika persiapan awal pementasan drama, jumlah mahasiswa yang mendapat skor 15 sebanyak 25 orang dan mahasiswa yang mendapat skor 10 sebanyak 3 orang, serta tidak ada yang mendapat skor di bawah 10 dalam aspek penilaian ini. Berdasarkan perhitungan nilai menggunakan rumus tabel 7 dan 8 menghasilkan nilai 96. Dengan demikian diketahui bahwa kemampuan mahasiswa dalam persiapan pementasan drama berbasis SPM termasuk dalam kategori sangat baik.

### **Soal 2 Penokohan dalam pementasan drama Syair Perang Menteng**

Salah satu aspek penilaian dalam pementasan drama SPM ialah menentukan penokohan di dalam SPM yang meliputi: postur tubuh, ekspresi wajah, kejelasan suara, serta gerakan anggota tubuh. Skor maksimal dalam aspek penilaian ini adalah 30. Dalam menentukan penokohan di dalam SPM, seluruh mahasiswa mendapat nilai 30 dan tidak ada siswa yang mendapat nilai di bawah 30. Berdasarkan perhitungan nilai menggunakan rumus tabel 7 dan 8 menghasilkan nilai 100. Dengan demikian diketahui bahwa menentukan penokohan di dalam SPM termasuk dalam kategori sangat baik.

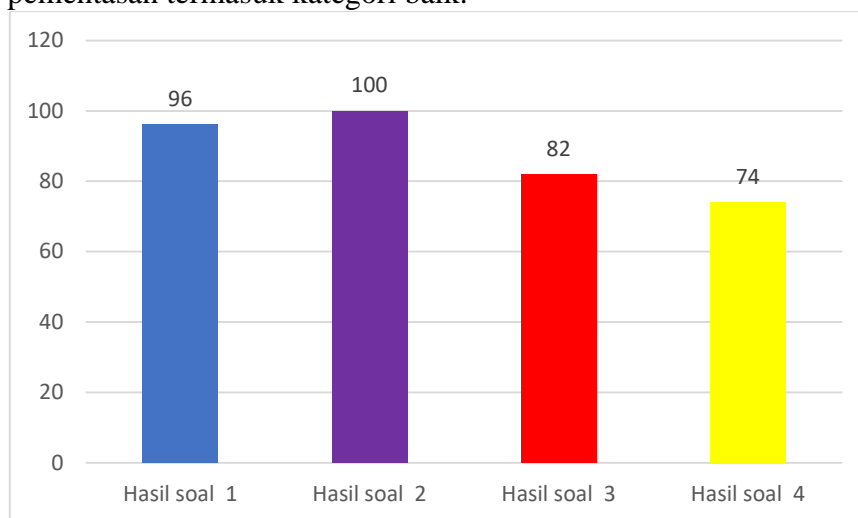
### **Soal 3 Langkah-langkah dalam pementasan drama Syair Perang Menteng**

langkah-langkah yang diperlukan dalam pementasan drama SPM adalah penulisan naskah drama, melakukan bedah naskah, reading seluruh calon pemain, casting calon pemain, pendalaman peran, serta pengarahan teknik blocking. Skor maksimal dalam aspek penilaian ini adalah 30. Dalam penentuan langkah-langkah dalam pementasan mahasiswa yang mendapat skor 30 sebanyak 8 orang, kemudian sebanyak 10 siswa mendapat skor 25, kemudian sebanyak 10 mahasiswa mendapat skor 20, tidak ada mahasiswa yang mendapat nilai di bawah 20 dalam aspek penilaian ini. Berdasarkan perhitungan nilai menggunakan rumus pada tabel 7 dan 8 menghasilkan nilai 82. Dengan demikian diketahui bahwa menentukan penokohan di dalam SPM termasuk dalam kategori sangat baik.

### **Soal 4 Proses mengalihwahanakan Syair Perang Menteng ke dalam bentuk pementasan.**

Proses mengalihwahanakan SPM merupakan proses perubahan satu seni ke seni yang lain. Aspek penilaian ini meliputi: ide penulisan yang baik, terdapat konflik yang menarik, sinopsis yang jelas, dan penyusunan naskah drama. Skor maksimal dalam aspek penilaian ini adalah 25. Dalam aspek alihwahana SPM ini, yang mendapat skor 25 sebanyak 5 mahasiswa, yang mendapat skor 20 sebanyak 10 mahasiswa, yang mendapat skor 15 sebanyak 13 mahasiswa dan tidak ada yang mendapat skor di bawah 15 dalam aspek penilaian ini. Berdasarkan rumus tabel 7 dan 8 diperoleh nilai rata-rata sebesar 74. Dengan demikian, dapat disimpulkan

bahwa kemampuan mahasiswa dalam proses mengalihwahanakan SPM ke dalam bentuk pementasan termasuk kategori baik.



Gambar 2. Hasil rata-rata nilai posttest per butir soal

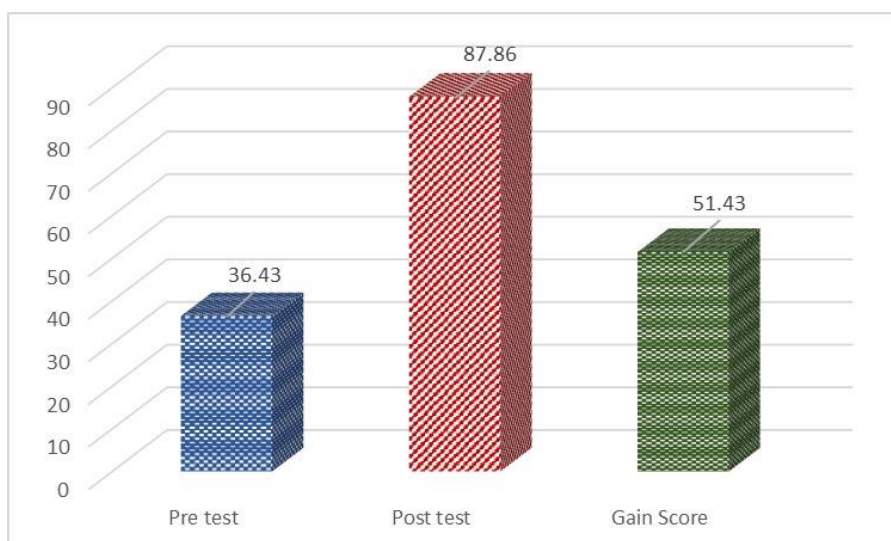
### **Kemampuan mahasiswa dalam pementasan drama berbasis Syair Perang Menteng**

Teknologi digital telah mengalami perkembangan yang membawa berbagai perubahan pada semua aspek kehidupan, yaitu aspek pembelajaran. Hal tersebut menunjukkan bahwa teknologi menjadi bagian perkembangan pembelajaran (Haleem et al., 2022 ; Liu, 2022 ; Sofendi, Inderawati, & Vianty, 2021). Perkembangan teknologi semakin menarik karena terhubung dengan jaringan information and technology seperti e-mail, video conference, virtual gathering (Aksentijevi´c et al., 2021 ; Padullo et al., 2021 ; Sharma & Kumar Madeshia, 2020). Teknologi nirkabel lainnya menjadi populer di kalangan masyarakat umum lembaga pendidikan memanfaatkannya pada pembelajaran di kelas yang menjadikan kegiatan belajar lebih menarik bagi generasi muda (Haleem et al., 2022 ; Trilidia Devega, 2021 ; Yildiz, 2020).

Berdasarkan tes di atas menunjukkan bahwa terdapat peningkatan pada pemahaman mahasiswa terhadap pementasan SPM setelah menggunakan media pembelajaran yang telah direvisi. Banyak penelitian menunjukkan bahwa pembelajaran berbasis teknologi lebih efektif dalam meningkatkan hasil belajar mahasiswa dibandingkan dengan pembelajaran konvensional ( Afifulloh & Cahyanto, 2021 ; Alwi, Idi, & Nurhayati, 2018 ; Karimah, Rusdi, & Fachruddin, 2017 ; Sarosa et al., 2021 ; Simatupang & Sormin, 2020 ; Utari et al., 2021). Media merupakan sebuah komponen yang sangat diperlukan untuk menunjang proses pembelajaran (Efendi & Utami, 2019 ; Faqih & Setyawan, 2021 ; Greving & Richter, 2021). Setelah adanya penerapan penggunaan media dalam penelitian ini, hasil yang diperoleh sesuai dengan apa yang diharapkan, yakni kemampuan siswa dalam memahami pementasan drama berbasis SPM termasuk dalam kategori baik serta memiliki perbedaan hasil yang cukup signifikan dengan kemampuan mahasiswa dalam memahami pementasan drama berbasis SPM dengan menggunakan media konvensional.

Beberapa penelitian menyimpulkan bahwa media menggunakan *Macromedia Flash* layak digunakan sebagai media pembelajaran. Media pembelajaran menggunakan *Macromedia Flash* dapat meningkatkan hasil belajar mahasiswa (Al-Muqtafa & Muhammadiyah, 2019 ; Amelia., 2021 ; Hidayah, 2017 ; Irmatika et al., 2022 ; Siregar, Ardiana, & Rosyidi, 2019 (Abdul & Solori, 2021)

Jadi, dari penjelasan di atas dan didukung oleh hasil penelitian-penelitian terdahulu yang memiliki relevansi dengan penelitian ini, dapat disimpulkan bahwa kemampuan mahasiswa dalam memahami pementasan drama berbasis SPM memiliki efektifitas yang signifikan. Hal ini memudahkan mahasiswa dalam mengikuti proses pembelajaran, memudahkan mahasiswa untuk menuangkan gagasan ke dalam bentuk pementasan drama, dan menyesuaikan topik dengan ide yang dikembangkan mahasiswa. media pembelajaran menggunakan efektif diterapkan untuk meningkatkan kemampuan mahasiswa dalam memahami pementasan drama berbasis SPM.



Grafik 1. Gain Score

Berdasarkan Grafik 1 terdapat perubahan signifikan rata-rata antara nilai *pretest* dan rata-rata nilai *posttest*. *Gain score* yang diperoleh dari *pretest* dan *posttest* adalah 51.43. Hal ini menunjukkan bahwa terdapat peningkatan pemahaman pementasan drama SPM dalam penggunaan pembelajaran.

Berdasarkan seluruh tabel di atas, terdapat perubahan yang signifikan antara rata-rata nilai *pretest* dan rerata nilai *posttest*. Peningkatan pada kelas eksperimen mengalami peningkatan yang cukup besar dibandingkan sebelum perlakuan media pembelajaran. Hal ini menunjukkan bahwa media pembelajaran menggunakan *Macromedia Flash* dapat meningkatkan kemampuan mahasiswa dalam pemahaman materi pementasan drama SPM.



Gambar 1 Tampilan Media Pembelajaran Menggunakan *Macromedia Flash*

### UCAPAN TERIMA KASIH

Penulis mengucapkan terima kasih yang sebesar-besarnya atas dukungan finansial melalui skema Penelitian Kolaborasi Internasional di Universitas Sriwijaya, Sumatera Selatan, Indonesia, yang didanai melalui Penelitian Profesi.

### PENUTUP

Penggunaan media *Macromedia Flash* dapat meningkatkan hasil belajar mahasiswa dalam pemahaman materi pementasan drama berbasis SPM. Hasil ini dibuktikan dengan hasil analisis data menggunakan pengujian hipotesis menggunakan *one sample test* dengan hipotesis alternatif ( $H_a$ ) terbukti dan diterima serta adanya pengaruh signifikan antara sebelum penggunaan dan sesudah penggunaan media pembelajaran *Macromedia Flash*. Dengan diterimanya hipotesis alternatif ( $H_a$ ) dapat dikatakan bahwa penggunaan media pembelajaran pementasan drama berbasis SPM menggunakan *Macromedia Flash* berpengaruh terhadap hasil belajar mahasiswa pada kemampuan pemahaman pementasan drama.

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We have reached a decision regarding your submission to Indonesian Language Education and Literature, "Effectiveness of Learning Media for Drama Performances Based on Syair Perang Menteng Using Macromedia Flash".

Our decision is to: accepted

Indrya Mulyaningsih  
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Dear Indrya Mulyaningsih,

Thanks for the good news for our article.

My best regards,

Nurhayati

\*\*\*

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3. Articles on National Seminar PBSI Universitas Negeri Yogyakarta

**Analisis Kebutuhan Media Pembelajaran Pementasan *Syair Perang Menteng*  
Menggunakan Aplikasi Digital**

**Nurhayati<sup>1</sup>, Didi Suhendi<sup>2</sup>, Soni Mirizon<sup>3</sup>, Machdalena Vianty<sup>4</sup>, Ayu  
Agustina<sup>5</sup>, dan Arba Ina Putri<sup>6</sup>**

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**Abstrak**

Penelitian ini bertujuan untuk menganalisis kebutuhan mahasiswa dan dosen terhadap kebutuhan media pembelajaran pementasan *Syair Perang Menteng* menggunakan aplikasi digital. Penelitian dilakukan di Universitas Sriwijaya. Pengumpulan data analisis kebutuhan menggunakan wawancara dan angket. Responden penelitian ini merupakan mahasiswa Pendidikan Bahasa dan Sastra Indonesia Fakultas Keguruan dan Ilmu Pendidikan Universitas Sriwijaya yang berjumlah 35 orang dan 1 dosen. Pendekatan yang digunakan adalah pendekatan deskriptif kualitatif. Analisis data dilakukan dengan menelaah hasil wawancara dan angket. Komponen-komponen analisis kebutuhan meliputi (1) Pengetahuan Mahasiswa Terhadap SPM, (2) kebutuhan terhadap media, dan (3) tujuan pembelajaran. Hasil analisis kebutuhan menunjukkan bahwa mahasiswa dan dosen membutuhkan media pembelajaran pementasan *Syair Perang Menteng* dengan keseimbangan isi media berupa penjelasan tentang *Syair Perang Menteng*, teori dasar pementasan, contoh-contoh pementasan drama, dan latihan pementasan drama. Hasil analisis kebutuhan menunjukkan bahwa mahasiswa memerlukan media yang dapat mendukung pembelajaran digital menggunakan *Macromedia Flash*.

**Kata Kunci:** analisis kebutuhan, pementasan drama, *syair perang menteng*, *macromedia flash*

## PENDAHULUAN

Perkembangan teknologi digital telah mengubah banyak aspek kehidupan, terutama pembelajaran. Hal ini menunjukkan bahwa teknologi merupakan bagian dari pengembangan pembelajaran (Haleem *et al.*, 2022). Perkembangan teknologi menjadi semakin menarik karena terkait dengan jaringan informasi dan teknologi seperti email, konferensi video dan pertemuan virtual (Sharma & Kumar Madeshia, 2020). Teknologi nirkabel lainnya semakin populer di kalangan masyarakat umum dan lembaga pendidikan menggunakannya untuk pembelajaran di kelas, membuat pembelajaran lebih menarik bagi generasi muda (Haleem *et al.*, 2022; Yildiz, 2020).

Penyesuaian penggunaan teknologi informasi dalam pembelajaran di pendidikan tinggi yang memerlukan sebuah inovasi dan kreativitas, agar menciptakan pembelajaran menjadi lebih berwarna dan mampu mengikuti perkembangan teknologi (Anggraeni *et al.*, 2023; Tania & Jumadi, 2021). Media pembelajaran digunakan pendidik untuk menyampaikan materi ajar kepada mahasiswa yang bervariasi dan bersifat interaktif (Bulkani *et al.*, 2022; Sari & Setiawan, 2018; Yolanda, Winarni, & Yulisetiani, 2022). Penggunaan aplikasi teknologi dan penggunaannya dalam mengelola proses pendidikan dianggap sebagai dasar paling kritis dari standar kualitas (Bulkani *et al.*, 2022; Hendawi & Nosair, 2020) Dapat disimpulkan media pembelajaran merupakan suatu perantara proses pembelajaran agar tercapainya tujuan pembelajaran dan membuat proses pembelajaran menjadi lebih menarik, efektif, dan efisien mempermudah pendidik dalam menyampaikan materi dan meningkatkan pemahaman mahasiswa dalam menerima pembelajaran.

Menggunakan media pembelajaran berbasis *Macromedia Flash* yang sudah dirancang dapat meningkatkan hasil belajar mahasiswa dalam proses pembelajaran. Penggunaan *Macromedia Flash* ini untuk mempermudah pendidik dalam menjelaskan dan memberikan contoh yang berkaitan dengan materi pementasan Syair Perang Menteng (SPM). Materi yang bersifat abstrak dapat divisualisasikan menggunakan media pembelajaran agar mahasiswa bisa lebih mudah dalam memahami pembelajaran (Matsun, Darmawan, & Fitriyanti, 2019). Wardani & Setyadi (2017) juga menyatakan bahwa media pembelajaran interaktif berbasis multimedia mengandung unsur gambar, suara, dan animasi yang dapat membuat ketertarikan mahasiswa terhadap pembelajaran. *Macromedia Flash* dikembangkan oleh *Adobe, software* ini dapat digunakan untuk animasi, game, dan aplikasi pengayaan internet yang dapat dijalankan pada perangkat yang memiliki aplikasi *adobe flash player* (Kusumawardani, Wardono, &

Kartono, 2018). Media ini juga dapat memancing stimulus mahasiswa agar dapat memahami konsep-konsep serta dapat mengetahui bagaimana sebuah pementasan dapat terbentuk dengan baik (Rivai, Sinaga, & Minarni, 2022; Tumbelaka, Sumual, & Pongoh, 2022; Umam & Yudi, 2017). Kemudian Afifah & Karno (2018), menggunakan *Macromedia Flash* dapat meningkatkan hasil pembelajaran, memudahkan dalam pemahaman materi dan terjadinya interaksi sesama siswa selama proses pembelajaran. Pembelajaran yang abstrak dan sulit dijelaskan pendidik dapat diperjelas menggunakan media pembelajaran berbasis *Macromedia Flash* sehingga pembelajaran menjadi lebih mudah dipahami oleh mahasiswa di kelas (Irmatika, Fitri, Imamuddin, & Rahmat, 2022; Priwantoro & Fahmi, 2019; Yunus, Abrory, Andrian, & Maclinton, 2022).

Sebuah pementasan memiliki arti sebagai pertunjukan karya seni yang menampilkan sebuah cerita dengan dimainkan oleh tokoh-tokoh cerita di atas panggung ( Nurhayati *et al.*, 2022; Shermatova, 2021; Sunaryo, Rahma, & Putra, 2021; Udomisor & Yusuf, 2017). Konsep pementasan sebagai karya seni pertunjukan dalam bentuk akting atau gerak dengan melatih kemampuan yang dilakukan oleh para pemainnya dengan didukung dengan tata panggung, tata rias, tata musik, tata cahaya. Hal ini yang membuat pertunjukan seni modern lebih menarik (Nurhayati, Sukirno, & Ratnawati, 2018). Pementasan juga dapat dimaknai sebagai suatu kegiatan apresiasi yang bertujuan menampilkan suatu karya atau seni yang bertujuan sebagai hiburan atau untuk apresiasi suatu karya seni yang di lakukan oleh *audience* sebagai pencipta dan penikmat karya seni (Amin *et al.*, 2021) .

Naskah SPM ditulis oleh Sultan Mahmud Badaruddin kemudian diterjemahkan oleh Kemas A. R. Panji. Perang Menteng ini terjadi di Palembang pada 12 Juni 1819 di bawah pimpinan Sultan Mahmud Badaruddin II. Penyebab terjadinya Perang Menteng adalah keinginan Belanda untuk menguasai Kesultanan Palembang. Keinginan bukan tanpa alasan. Rupanya mereka telah mengetahui bahwa wilayah Kesultanan Palembang adalah salah satu penghasil lada terbesar di nusantara (Rahman & Musiana., 2009). Kisah dimulai ketika Belanda dan Inggris memperebutkan wilayah Palembang. Untuk mengamankan wilayah tersebut, Belanda mengirimkan Herman Warner Muntinghe, seorang sarjana hukum yang menjabat sebagai komisar pemerintah kolonial. Pada masa itu, Palembang dipimpin oleh Sultan Mahmud Badaruddin II. Wilayah. Ketika Inggris disibukkan oleh perang di Jawa, Muntinghe melihat kesempatan kemudian melakukan penyerangan melalui darat dan laut, namun rakyat Palembang berhasil bertahanan dan menyerang balik dengan menembaki kapal-kapal Belanda. Akhirnya akhir perang dimenangkan oleh rakyat Palembang.

Berdasarkan hasil wawancara peneliti terhadap dosen, diketahui bahwa mahasiswa

masih mengalami kesulitan dalam mentransformasikan SPM yang ada ke dalam bentuk pementasan drama dan belum terdapat bahan ajar yang mampu menunjang kreativitas mahasiswa dalam menggelar pementasan drama SPM. Hal ini dibuktikan dengan penelitian awal yang telah dilakukan oleh peneliti dengan mewawancarai mahasiswa Program Sarjana Pendidikan Bahasa dan Sastra Indonesia semester 5 Fakultas Keguruan dan Ilmu Pendidikan (FKIP) Universitas Sriwijaya (Unsri). Sebanyak 75% dari 35 mahasiswa mengaku belum mengetahui pementasan SPM. Mahasiswa belum pernah mendapat materi pementasan SPM. Oleh sebab itu, mereka memerlukan bahan ajar berkaitan dengan pementasan SMP.

Analisis kebutuhan merupakan suatu kegiatan yang dilakukan untuk menganalisis informasi yang dibutuhkan dalam penelitian pengembangan (Nurhayati, 2012). Menurut Macalister & Nation (2019) dalam melakukan analisis kebutuhan, terdapat tiga hal yang harus diperhatikan yaitu (1) keharusan (*Necessities*), (2) kekurangan (*Lack*), (3) kebutuhan (*Wants*). *Necessities* ialah pembelajaran yang harus dikuasai oleh mahasiswa. *Lacks* adalah pembelajaran yang telah dilakukan namun belum dikuasai oleh mahasiswa. *Wants* adalah media pembelajaran seperti apa yang ingin mahasiswa gunakan.

Beberapa penelitian telah mengkaji analisis kebutuhan yang berkaitan dengan pembelajaran pada berbagai bidang pendidikan (Alsamadani, 2017; Azizah, Inderawati, & Machdalena, 2020; Chetsadanuwat, 2018; Inderawati *et al.*, 2021; Septiana, Petrus, & Inderawati, 2020; Vongvilay, Kartika, & Laila, 2020; Wu & Lou, 2018). Upaya yang dapat dilakukan untuk mengetahui kebutuhan mahasiswa dalam penggunaan media yaitu dengan dilakukannya analisis terhadap mahasiswa di lapangan. Hal ini telah membuktikan bahwa pentingnya melakukan analisis kebutuhan untuk mengklarifikasi tujuan awal karakteristik dan kemampuan mahasiswa dalam upaya memahami materi pembelajaran. Selanjutnya, hasil analisis kebutuhan mengungkapkan pertimbangan utama yang harus dilakukan untuk memenuhi kebutuhan mahasiswa (Oktarina, Inderawati, & Petrus, 2022; Rhahima, Inderawati, & Eryansyah, 2021). Masalah yang terjadi pada mahasiswa, pengetahuan atau keterampilan yang dibutuhkan, atau media yang diinginkan dalam proses pembelajaran, juga dapat diidentifikasi dengan analisis kebutuhan (Onas, Nurhayati, & Mukmin, 2022).

Penelitian ini bertujuan untuk menganalisis kebutuhan mahasiswa dan dosen terhadap penggunaan media pembelajaran elektronik yang sesuai dengan karakteristik dan pengetahuan awal mahasiswa. Hal ini sangat diperlukan sebagai informasi awal dalam pengembangan sebuah produk media pembelajaran (Oktarina *et al.*, 2022). Selain itu hasil analisis ini memiliki manfaat bagi pendidik dalam menentukan perlakuan apa yang tepat dalam praktik pembelajaran dalam meningkatkan kemampuan memahami materi pada mata kuliah tertentu. Pada penelitian

ini, peneliti membatasi hanya pada tahap analisis kebutuhan, karena proses analisis merupakan tahap penting dalam merancang suatu produk yang hasilnya dapat kita jadikan landasan dalam proses pengembangan produk yang sesuai kebutuhan di lapangan.

## **METODE**

Penelitian ini bertujuan untuk mendeskripsikan kebutuhan mahasiswa dan dosen terhadap kebutuhan media pembelajaran pementasan SPM menggunakan *Macromedia Flash*. Penelitian dilakukan pada bulan Agustus 2022. Penelitian melibatkan responden sebanyak 35 mahasiswa Semester 5 Program Studi Pendidikan Bahasa dan Sastra Indonesia Fakultas Keguruan dan Ilmu Pendidikan Universitas Sriwijaya dan 1 dosen pengampu Mata Kuliah Teater Tradisional Melayu Palembang.

Pengumpulan data menggunakan wawancara yang ditujukan kepada dosen. Wawancara berkaitan dengan tanggapan dosen mengenai pementasan SPM, hambatan yang dihadapi dosen ketika mengajar pementasan SPM, dan penyebab hambatan tersebut.

Upaya analisis dilakukan untuk menemukan kebutuhan mahasiswa dalam media pembelajaran. Terdapat 23 pernyataan angket dalam bentuk google form diberikan kepada mahasiswa. Pertanyaan-pertanyaan dibagi menjadi tiga kategori: Analisis karakteristik mahasiswa, kebutuhan media dan tujuan pembelajaran. Data angket analisis kebutuhan mahasiswa menggunakan *skala likert* dengan opsi pada tabel 2 Ya, Tidak, Mungkin. Pada tabel 3 menggunakan opsi Sangat Butuh (SB), Butuh (B), Kurang Butuh (KB), Tidak Butuh (TB). Pada tabel 4 menggunakan opsi Sangat Setuju (SS), Setuju (S), Kurang Setuju (KS) dan Tidak Setuju (TS). Teknik pengumpulan data yang digunakan berupa angket analisis kebutuhan. Angket tersebut disebarakan kepada mahasiswa melalui *google form*.

Untuk menafsirkan informasi yang dikumpulkan dari angket, data dievaluasi secara kualitatif. Data yang diperoleh kemudian dianalisis menggunakan analisis deskriptif berdasarkan hasil jumlah jawaban yang diberikan oleh mahasiswa. Hasil angket mahasiswa dianalisis secara objektif dengan cara menghitung persentase, kemudian data tersebut dideskripsikan dan disimpulkan.

$$\frac{\text{Jumlah mahasiswa yang memilih jawaban}}{\text{Jumlah seluruh mahasiswa}} \times 100\%$$



## HASIL

### Analisis Kebutuhan Terhadap Mahasiswa

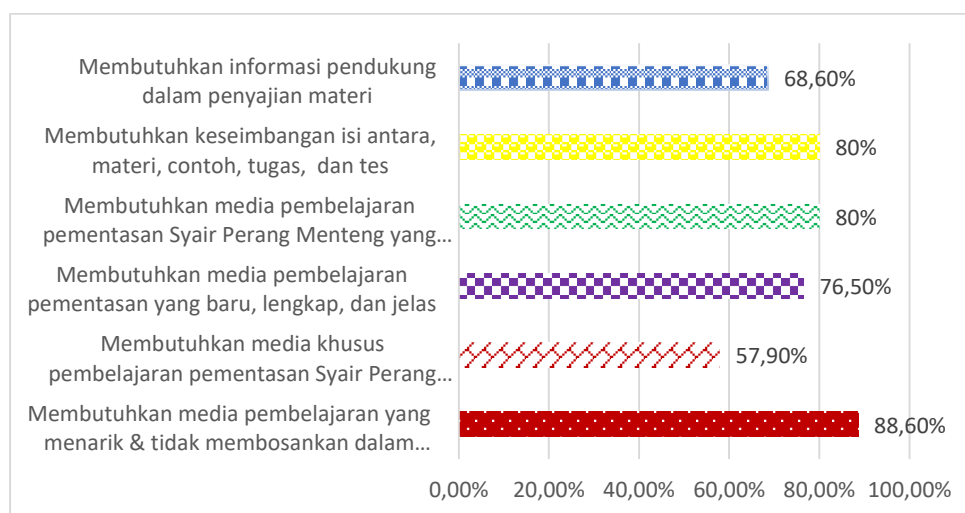
Berikut hasil yang diperoleh dari analisis kebutuhan mahasiswa.

Tabel 1 Pengetahuan Mahasiswa Terhadap SPM

| No. | Pernyataan   | Persentase |
|-----|--|------------|
| 1.  | Saya mengetahui SPM  | 25%        |
| 2.  | Saya pernah membaca SPM                                    | 11,4%      |
| 3.  | Saya pernah belajar tentang materi pementasan SPM          | 2,9%       |
| 4.  | SPM memiliki tema Perang melawan Belanda                   | 11,4%      |
| 5.  | Saya merasa kesulitan dalam memahami materi pementasan SPM | 74,3%      |

Berdasarkan pengetahuan awal mahasiswa mengenai Syair Menteng, sebanyak 25% dari 35 mahasiswa menyatakan mengetahui SPM. Sebanyak 68,6% mahasiswa belum pernah membaca SPM sedangkan 11,4% mahasiswa pernah membaca SPM dan mengetahui tema SPM yakni perang melawan Belanda. Hanya Sebanyak 2,9% mahasiswa yang pernah belajar materi pementasan SPM. Sejumlah 74,3% mahasiswa merasa kesulitan memahami materi SPM.

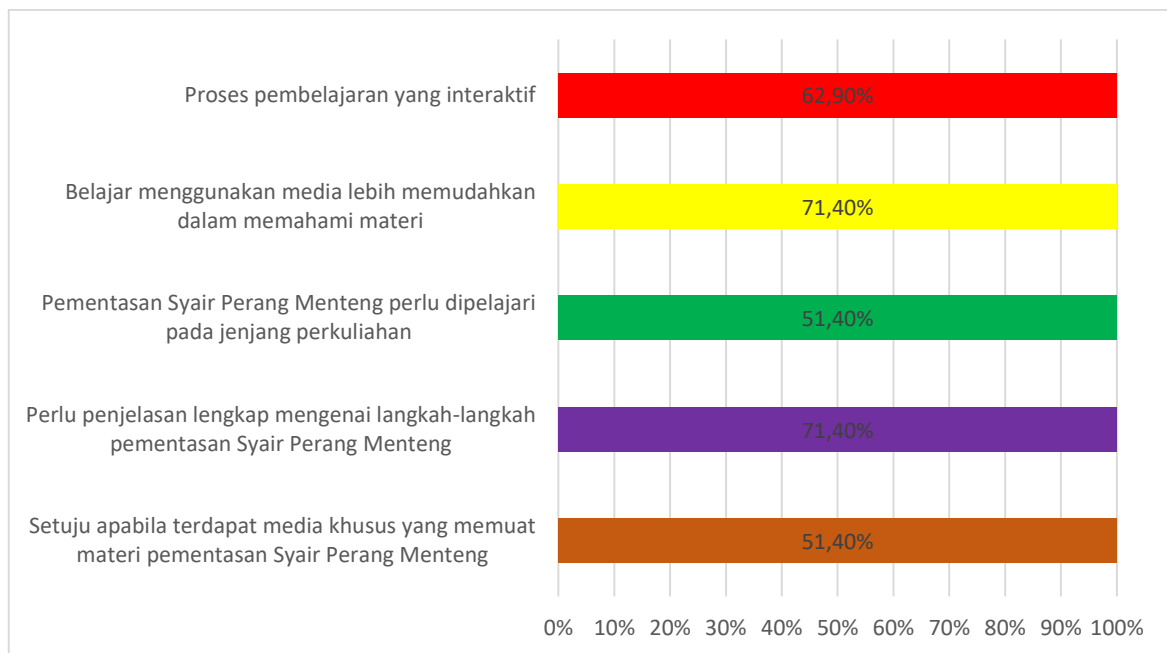
Tabel 2 Kebutuhan terhadap media



Data menunjukkan bahwa sebanyak 68,6% mahasiswa menjawab sangat membutuhkan adanya informasi pendukung dalam penyajian materi yang terdapat pada media pembelajaran. Mahasiswa juga menyatakan perlu adanya keseimbangan isi media berupa penjelasan tentang *Syair Perang Menteng*, teori dasar pementasan, contoh-contoh pementasan drama, dan latihan pementasan drama yang dibuktikan dengan sebanyak 80% menjawab

sangat butuh. Sebanyak 80% mahasiswa menyatakan sangat membutuhkan media pembelajaran yang dilengkapi dengan contoh-contoh proses pementasan. Mahasiswa sebanyak 57,9% juga menginginkan adanya media khusus dalam pembelajaran pementasan SPM yang dapat membantu proses belajar mahasiswa. Selain itu mahasiswa menginginkan media yang menarik dan tidak membosankan dalam pembelajaran pementasan dibuktikan dengan sebanyak 88,6% menjawab sangat butuh. Hal ini berarti mahasiswa menginginkan adanya media pembelajaran yang berisikan keseluruhan substansi materi pementasan.

Tabel 3 Tujuan Pembelajaran



Analisis tujuan pembelajaran menunjukkan bahwa media pembelajaran yang dikembangkan diharapkan dapat mendukung pemahaman terhadap materi pembelajaran terpadu, dapat mendukung proses analisis model-model pembelajaran terpadu, dapat mendukung proses pengembangan perangkat pembelajaran terpadu, dan dapat membantu mahasiswa dalam simulasi pembelajaran terpadu. Dari hasil analisis diketahui bahwa sebanyak 62,9% menjawab sangat setuju terciptanya proses pembelajaran yang interaktif, kemudian 71,4% sangat setuju belajar menggunakan media memudahkan mahasiswa dalam memahami materi, 51,4% sangat setuju perlunya pementasan SPM dipelajari pada tingkat perkuliahan, sebanyak 71,4% sangat setuju harus ada penjelasan lengkap mengenai langkah-langkah pementasan SPM, dan mahasiswa sebanyak 51,4% menjawab sangat setuju apabila langkah-langkah pementasan dimuat dalam media pembelajaran.

## **Analisis Kebutuhan Terhadap Dosen**

Berdasarkan hasil wawancara peneliti dengan dosen dinyatakan bahwa penyebab mahasiswa mengalami kesulitan memahami materi pementasan SPM ialah karena belum tersedianya media pembelajaran pementasan SPM. Selain itu, mahasiswa juga mengalami kesulitan menentukan unsur-unsur pementasan berupa tema, alur, tokoh, penokohan, dialog, latar, sudut pandang, konflik, dan amanat, proses pembentukan tim produksi, tim artistik, dan mengembangkan dialog dalam pementasan. Dengan demikian, perlu adanya pengembangan terhadap media pembelajaran pementasan SPM. Harapan dosen, media pembelajaran yang dikembangkan dapat menarik minat mahasiswa, memotivasi mahasiswa, mudah dipahami oleh dosen dan mahasiswa, pengoperasiannya jelas, membantu dosen dalam mengajar, serta dapat digunakan secara terbimbing maupun mandiri, serta media yang dikembangkan bermanfaat dan sesuai dengan tujuan pembelajaran dalam mempelajari pementasan, khususnya pementasan SPM.

## **PEMBAHASAN**

Pada tabel pengetahuan mahasiswa terhadap SPM dapat disimpulkan bahwa mahasiswa memiliki ketertarikan terhadap media yang dapat mendukung pembelajaran *online*. Mahasiswa berpendapat bahwa media digital memudahkan proses belajar karena dapat dilakukan kapan pun dan dimana pun (Afifulloh & Cahyanto, 2021). Apalagi adanya kebutuhan pembelajaran *hybrid learning* (Setiawan *et al.*, 2019) yang berpengaruh terhadap sistem penyampaian dan penggunaan media (Sutisna & Vonti, 2020). Penggunaan media digital membantu mahasiswa untuk lebih memahami pembelajaran (Tania & Jumadi, 2021). Media yang dikembangkan secara inovatif dapat mendorong pembelajaran yang efektif dan mandiri serta membantu mahasiswa memperoleh keterampilan yang diperlukan dalam pembelajaran.

Analisis kebutuhan ini juga memperlihatkan bahwa mahasiswa berharap adanya media yang dapat memudahkan proses pembelajaran dalam memahami sebuah pementasan. Temuan penelitian ini sesuai dengan hasil penelitian Isnaeni & Hildayah (2020). Media elektronik memungkinkan mahasiswa mempelajari setiap topik materi pembelajaran secara individu yang sesuai dengan kemampuan dan kompetensinya. Pemanfaatan media elektronik memberikan pengaruh dominan dalam sistem pendidikan (Hediansah & Surjono, 2020). Selain itu pembelajaran dengan bantuan media elektronik dapat menambah pengalaman belajar mahasiswa. Hal ini menjadi perhatian bagi para pendidik untuk menerapkan media

pembelajaran yang menarik. Media yang baik tentunya berisi tentang teori yang akan dipelajari mahasiswa, contoh-contoh, rangkuman, dan dilengkapi dengan berbagai aktivitas belajar yang dapat dilakukan mahasiswa meski tidak bertemu secara langsung dengan dosen. Analisis kebutuhan pembelajaran hendaknya memperhatikan karakteristik mahasiswa dari berbagai aspek seperti perkembangan potensinya, kecerdasan intelektual, serta psikologinya. Hal tersebut juga senada dengan pendapat (Thamrin *et al.*, 2022) terkait analisis kebutuhan dalam implementasi media pembelajaran.

Antusiasme mahasiswa dalam menggunakan perangkat digital sangat mendukung adanya media pembelajaran. Dengan media tersebut mahasiswa tidak kesulitan untuk memanfaatkan dan mempelajari materi pembelajaran, karena ketersediaan perangkat yang dimiliki mahasiswa dapat menampilkan media dengan baik. Fakta bahwa media digital memang memberikan dampak yang positif (Hediansah & Surjono, 2020).

## **KESIMPULAN**

Analisis kebutuhan media pembelajaran Pementasan SPM pada penelitian ini meliputi analisis karakteristik mahasiswa, analisis isi media, dan analisis tujuan pembelajaran. Analisis karakteristik mahasiswa berisikan analisis pengetahuan awal mahasiswa mengenai media, materi pembelajaran, persepsi terhadap media, serta kemampuan awal mahasiswa yang menunjukkan hanya sebagian kecil yang mengetahui mengenai pementasan SPM. Analisis kebutuhan media berisi tentang sumber konten dan isi media pembelajaran, pada analisis ini mahasiswa telah mengetahui keinginan dan harapan mengenai konten yang diinginkan pada media yang dikembangkan. Kemudian analisis tujuan pembelajaran menunjukkan bahwa media pembelajaran yang dikembangkan diharapkan dapat mendukung pemahaman terhadap materi pembelajaran terpadu, dapat mendukung proses analisis model-model pembelajaran terpadu, dapat mendukung proses pengembangan perangkat pembelajaran terpadu, dan dapat membantu mahasiswa dalam simulasi pembelajaran terpadu.

Secara keseluruhan berdasarkan data hasil analisis kebutuhan terhadap media pembelajaran pementasan SPM secara umum mahasiswa tertarik terhadap media pembelajaran yang bersifat interaktif, berisikan langkah-langkah yang mudah dipahami, memuat contoh-contoh, tidak membosankan, memudahkan dalam memahami materi, memuat materi secara rinci baik teoritis maupun bahan lain yang mendukung, sehingga dapat membantu memahami materi khususnya pada materi pementasan Pementasan SPM.

## **REKOMENDASI**

Berdasarkan penelitian analisis kebutuhan ini, diperlukan media yang dapat membantu mahasiswa dan dosen dalam proses pembelajaran pada mata kuliah Teater Tradisional Melayu Palembang yang berkaitan dengan pemahaman pementasan dan pelatihan dalam mementaskan SPM.

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PROSIDING SEMINAR NASIONAL 2022  
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**Analisis Kebutuhan Media Pembelajaran Pementasan *Syair Perang Menteng* Menggunakan Aplikasi Digital**

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**Abstrak.** Penelitian ini bertujuan untuk menganalisis kebutuhan mahasiswa dan dosen terhadap kebutuhan media pembelajaran pementasan *Syair Perang Menteng* menggunakan aplikasi digital. Penelitian dilakukan di Universitas Sebelas Jember. Pengumpulan data analisis kebutuhan menggunakan wawancara dan angket. Responden penelitian ini merupakan mahasiswa Pendidikan Bahasa dan Sastra Indonesia Fakultas Keguruan dan Ilmu Pendidikan Universitas Sebelas Jember yang berjumlah 35 orang dan 1 dosen. Pendekatan yang digunakan adalah pendekatan deskriptif kualitatif. Analisis data dilakukan dengan mereview hasil wawancara dan angket. Komponen-komponen analisis kebutuhan meliputi (1) pengetahuan mahasiswa terhadap *Syair Perang Menteng*, (2) kebutuhan terhadap media, dan (3) tujuan pembelajaran menggunakan media digital. Hasil analisis menunjukkan bahwa mahasiswa dan dosen membutuhkan media pembelajaran pementasan *Syair Perang Menteng* dengan keseimbangan isi media berupa penjelasan tentang *Syair Perang Menteng*, soal dasar pementasan, contoh-contoh pementasan drama, dan latihan pementasan drama. Hasil analisis kebutuhan menunjukkan bahwa mahasiswa memerlukan media yang dapat mendukung pembelajaran digital menggunakan *Macromedia Flash*. Dengan demikian, diperbaiki media yang dapat

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# **The Transformation of The Perang Menteng Verses: And Effort to Maintain and Develop Malay Literature by Using Narrative Structure and Community Response Theories**

**Nurhayati, Didi Suhendi, Soni Mirizon, Machdalena Vyanti, Rozaiman Bin Makmun, Arba Ina Putri**

**Abstract:** This study aims to transform the SPM into a drama script. This study uses a descriptive qualitative method using narrative structure theory and community response theory. The results of the study show that humanists, writers, artists, academics, and the younger generation agree that SPM are transformed into drama scripts. However, there are difficulties in compiling the character dialogues because the language contained in the SPM has archaic words. The dialogues contained in the drama script, we need to quote the poems contained in the SPM, this is done to maintain the poetry tradition. The results of the FGD also showed that participants allowed innovation to be carried out by incorporating khadam dialogues such as those found in the Dulmuluk performance, the traditional Malay Palembang stage.

**Key Words:** Perang Menteng Verses, Malay Literature, Narrative Structure, Community Response Theory

## **Introduction**

Syair Perang Menteng (SPM) tells one of the wars that occurred in the archipelago. One of the biggest wars ever happened and lasted from 1819-1821 [6]. Syair Perang Menteng sometimes called Syair Perang Palembang. This poem has a background in the history of the struggle of the Palembang Darussalam Sultanate and the people of Palembang against the Dutch troops. The Menteng war itself refers to Edelheer Muntinghe, a Dutch commissioner in Palembang. This is contained on the front page of the poem which states: "The swear verse on the Palembang war 1819-1821 was addressed to the Dutch commissioner Muntinghe." Because Palembang people cannot call Muntinghe correctly called Menteng.

The Menteng War occurred during the Palembang Sultanate, led by Sultan Mahmud Badaruddin II. At that time, Sultan Badaruddin II did not establish friendship with the Dutch. The Sultanate of Palembang became a bone of contention between the British and the Dutch. The territory of the Sultanate of Palembang is one of the pepper and tin producers. When the British invaded Java in 1811, Sultan Badaruddin II attacked the Dutch garrison in Palembang which resulted in the loss of 87 people, of which 24 were. Sultan Badaruddin II not only annoyed the Dutch, but also repeatedly irritated the British for not wanting to submit [7].

Lately there has been an intensive trend with changes in the genre of literary works. This change in the genre of literary works is commonly known as the process of transformation. Transformation is related to efforts to change vehicles from one vehicle to another [8]. The transformation process is related to the desire for an update from the old form to the new form. Trends in the development of

contemporary culture play an important role in changing forms and variations of new genres. Deviations from the classical tradition are characteristic of contemporary literature.

In the transformation process, there is a transfer or exchange of form to another form. For example, the poem "Rain in June" by Sapardi Djoko Damono has been transformed into a novel and even into a film [9]. Transformations have been made from novels to films, from theater to films [10], [11], [12]. There is a transformation from short story to drama script [13]. There is also a transformation from the classic game to the Netflix series [14], transfer from folklore to anime [15]. Likewise there is a transformation from kaba to randai script [16] and from randai script to drama script [17]. In fact, the transformation was carried out by transforming the reliefs contained in the Prambanan temple complex in Central Java into the form of a contemporary ballet entitled *Sendratari Ramayana* [18].

Classical Malay literary works such as SPM will be swallowed up by the masses. Moreover, the younger generation is rarely familiar with literary works such as SPM. From the initial survey of 35 student respondents representing the younger generation, it was found that 94% of them were not familiar with SPM. They have never heard of SMP let alone read it. This shows that SPM is far from their environment. One of the efforts is to carry out a transformation, namely changing SPM to a drama script. The transformation effort by converting SPM into a drama script is very important in the context of its maintenance and development.

Transformation is a tool to develop literary works. However, it is necessary to involve various stakeholders to transform SPM. Therefore, the community's response is used. Community responses are used to explore the responses of those who own local literary works and have an emotional attachment to these literary works. Thus, the involvement of the community in maintaining and developing local literary works is highly valued. Maintenance refers to efforts to maintain the parts of the SPM narrative story structure by referring to the theory of excerpts. Development is an effort to innovate in managing SPM transformation. SPM development refers to expansion theory.

Response theory is used to accommodate the aspirations of all SPM stakeholders. In this study the concept of transformation refers to the change from the SPM text to the SPM drama script form. Thus, there is a quite dramatic and significant change in the SPM because it brings up something new.

There is innovation and exploration in the context of transforming SPM while still paying attention to the SPM narrative structure. The transformation of SPM into a drama script requires the help of explanatory theory and expansion. Expansion is the expansion or development of the work from the hipogram. Meanwhile, exerp is taking the essence of a reference text. The transformation of the text that occurs is through taking the essence of existing folklore by the author and producing a new literary work, namely poetry.

Thus, this research answers the question of how to transform SPM in order to maintain and develop SPM. This study aims to transform the "*Syair Perang Menteng*" Poetry into a Dramatic Script.

## **Research methods**

This research is a descriptive qualitative research. This research was conducted by involving narrative structure theory and community response theory. Narrative structure theory is used to find SPM kernels and satellites. The way to find SPM kernels and satellites is to do a content analysis of SPM. With content analysis classified SPM kernel and satellite.

Because this research is a qualitative research, it is necessary to validate the data. The validity of the data is carried out by triangulation through the Focus Group Discussion (FGD) technique. FGD was carried out to collect data from stakeholders in determining kernels and satellites that can be expanded, converted, modified and exported.

The FGD involved various stakeholders, namely humanists, writers, artists, academics, and the younger generation. There are 18 people in total. The FGD was held in a hybrid manner on August, 16 2022. There were 9 participants who attended offline. There were also 9 participants who attended online. Participants who took part online included academics from the University of Brunei Darussalam totaling 4 people.

In order for the FGD to be focused, a set of questions was prepared to guide the FGD. Questions include (1) participant's agreement if SPM is transformed into a drama script; (2) SPM narrative structure charts which must be maintained and which must be "freed"; (3) events or incidents in SPM that can be added, for example episodes like khadam in Dulmuluk, for contextual needs; (4) whether teaching is needed, for example, names of characters, places, and events that are changed in the present context.

The data from the FGD is described based on the classification of questions in order to answer the research questions.

### **Research Resources**

The research source is a poem entitled SPM. SPM becomes the hypogram of the drama script produced. The SPM manuscript was written by Sultan Mahmud Badaruddin and then translated by Kemas A. R. Panji. The Menteng War Poem Manuscript has 31 pages and 260 verses.

### **Results and Discussion**

Efforts to find the following SPM narrative structure were carried out to ensure which kernels and satellites were maintained and which were added to make SPM-based drama scripts more interesting and contextual.

**Table 1 SPM Narrative Structure**

| No | Poetry    | Kernel and Satellite   |
|----|-----------|--|
| 1. | Bait 1-11 | Tentara Belanda dan Ambon yang dipimpin Kolonel Bakar hendak menyerbu benteng Palembang. Tokoh Agama menghadap Baginda Sultan untuk menghancurkan Laskar Menteng Belanda yang hendak menyerbu kesultanan Palembang |

|     |              |   |
|-----|--------------|---|
| 2.  | Bait 12-- 22 | Tokoh agama yang dipimpin Haji Jauhari dan pasukan menyerbu tantara Belanda. Haji Jauhari gugur dalam pertempuran itu.  |
| 3.  | Bait 23-- 47 | Pangeran Prabu Kesuma datang membantu berperang melawan tantara Belanda dan Perancis, yang dibantu Jawa dan Ambon serta Raja Akil. Kemas Said datang menyerbu tantara Belanda dan gugur dalam pertempuran   |
| 4   | 48--62       | Pangeran Raja Utama menemui Pangeran Natagama agar menteng menerimanya. Pangeran Natagama menemui Belanda untuk menyampaikan maksud Raja Utama  |
| 5.  | Bait 63--79  | Raja Utama menyerbu kapal Menteng dengan gagah perkasa. Pertempuran pun berkecamuk. Pertempuran itu dibantu oleh Pangeran Kramayuda dan Demang Wiratenaya. Pangeran Jauhari, Kemadiraja, dan Pangerana Kramajaya menang bertempur melawan tantara Menteng Belanda.  |
| 6.  | Bait 80--81  | Kornel Bakar terpaksa membakar kapalnya. Kornel Perancis dan Raja Akil kecewa melihat kekalahan ini.<br><br>Raja Mansur jadi pacal Belanda. Belanda menyembunyikan diri.  |
| 7.  | Bait 86      | Tumenggung Haji menggempur sisa pasukan Belanda.  |
| 8.  | Bait 91      | Baginda Raja Bestari berperang melawan Belanda pada Ahad jam 06.00 pagi. Orang Komerling memasang Meriam untuk menyerang Belanda yang beberapa prajuritnya tewas. Kolonel Bakar membalas dengan Meriam dan menewaskan Sayyid Zein. Tumenggung Astrawijaya membalas serangan Belanda. Seri Paduka gembira karena kekalahan Belanda/Menteng.              |
| 9.  | Bait 108     | Para prajurit/pasukan menghadap Baginda dan merayakan kemenangan dengan makan-makan.<br><br>Khatib Muhammad Saleh bertekad mengatakan akan membunuh Kornel Bakar.   |
| 10. | Bait 123-124 | Habis hari terang semua hulubalang menembak dan juga memarang menghabisi Belanda Ambon. Belanda dan Ambon banyak yang mati.   |
| 11. | Bait 126-129 | Pangeran Ranga Darpacita bangkit menembakkan meriam dan kenalah kapal perang, semua orang Belanda dan Ambon banyak yang mati. Opsir Ambon membalas dengan peluru terkenal hulubalang baginda mati dua   |
| 12. | Bait 130-134 | Terjadi tembakan oleh Citradita, kapitan Jungkur, dan rakyat mati tersungkur.<br><br>Dibalas Pangeran Citrawijaya dengan tombak dan pedang, dengan peluru datang terus menerus, banyak yang mati.   |
| 13. | Bait 135-141 | Menteng marah melihat semua rakyatnya banyak mati oleh tembakan pangeran-pangeran, dan menteng marah melihat rakitnya malang melintang, hanyut, dan terbakar karena api. Menteng pun berteriak marah karena kapalnya hancur lebur ditembaki.<br><br>Menteng marah dan membakar meriam secara berulang-ulang dan menyuruh hulubalang siap siaga menjaga. |

|     |              |  |
|-----|--------------|--|
| 14. | Bait 145     | Jenderal laut marah hari kamis bulan asyurah jam 1 kapal dan kici mengubah arah, peluru mengenai Belanda sehingga hancur luluh semuanya.   |
| 15. | Bait 148     | Orang benteng mengajak perang besar, dan menantikan pertolongan Allah.   |
| 16. | Bait 150     | Pangeran Puspadiraja yang paling tua menembakkan peluru dari atas benteng  |
| 17. | Bait 156-163 | Jenderal menembak tidak berhenti, menteng susah hati melihat hal tersebut. Kapal menembaki sambil berlayar menuju pulau kembara.   |
| 18. | Bait 169-174 | Pangeran menembak sangat hebat, melihat itu kornel bakar susah hati karena serdadu laskar banyak mati. Kemudian, jenderal melihat sangat marah serta menyuruh semua rakyatnya dan laskarnya pulau kembara hendak dihancurkannya. Ranga Darpacita dan Temenggung Astrawijaya menembak, kapal menteng tampak rata. Kapal menembak bertubi-tubi, memasang meriam kanan dan kiri semua yang melihat takut dan ngeri. |
| 19. | Bait 175-177 | Pangeran Suradilaga menembakkan peluru mengenai kapal lapis tembaga, dengan pertolongan Tuhan Yang Maha Esa rakyat Menteng binasa. Pangeran Sutakesuma membalas menembak sehingga hulubalang jenderal mati lima.   |
| 20. | Bait 186     | Semua benteng memasang meriam, air pasang sangat dalam sehingga kapal jenderal hamper tenggelam.   |
| 21. | Bait 192     | Sayyid Abdulrahman menembak, menyebabkan Jenderal tidak sadarkan diri, karena hal itu muka Menteng seperti siluman.  |
| 22. | Bait 195-200 | Panglima Sayyid Husin memasang meriam. Ia menembak sampai beberapa Belanda mati. Sayyid Akil bin Muhammad dan Sayyid Ahmad bin Ali menembak menuju kapal Belanda, rakyat Kompeni banyak mati, jenderal melihat itu susah hati.   |
| 23. | Bait 201-205 | Perang terjadi selama dua hari, banyak rakyat dan jenderal mati. Hulubalang banyak membunuh Belanda, salah satunya panglima Siak.  |
| 24. | Bait 219-226 | Belanda datang kembali, rakyat khawatir, Belanda membakar rumah-rumah warga. Kemudian Kornel Bakar menawarkan negosiasi namun ditolak. Pasukan Belanda tidak dapat menepi karena rakyat telah menunggu dihutan untuk berperang, mengakibatkan semua kapal kehabisan pasokan, kemudian Menteng tidak mempunyai pilihan lain selain menyuruh seorang pengantar pesan bernama Gangsa.                               |

In this study, SPM as a hypogram of the transformation effort from poetry to drama script needs to be examined by its kernel and satellite.

Transformation is defined as a change in form or transformation of an aspect into something new that does not completely leave the basic essence of the aspect being transformed. The transformation is done by looking at the intertextual relations in the text being studied (Ulum & Wiyatmo, 2022)

Analysis of Expanded, Excerpted, Modified Poetry Parts and Conversions

## 1. Expansion aspect Text Transformation

Expansion is the expansion or development of a work or hipogram. In Menteng War Poems and drama scripts, the writer found an expansion or expansion of literary works. This shows that there is an expansion or development of the story that occurs in the transformation of the Menteng War Poem into a drama script.

## **2. Convert aspect Text Transformation**

Conversion is a reversal of the hypogram. The author modifies the sentence into a new combination. In its transformation into a drama script, the story undergoes a conversion or renewal which is taken from the main content of the Menteng War Poem story so that a good drama script is created.

### **Syair Perang Menteng**

#### **Orientation Stage:**

Alkisah pertama mula  
Pangeran Muhammad mebuat cela  
Raja Akil demikian pula  
Beserta dengan kafir segala

#### **Preparation Stage:**

Syahidlah haji dua dan tiga  
Akan pengisi didalan syurga  
Bidadaripun banyak tiada berhingga  
Dating menyambut haji beriba

Darahnya mengalir bagai kesturi  
Bidadaripun banyak datang menghampiri  
Suka dan ramai tepuk dan tari  
Merebut mayat haji jauhari

#### **Climax Stage:**

Pukul enam paginya hari  
Hari Ahad sa'at musytari  
Peranglah Baginda Raja Bestari  
Dengan Holanda didalam negeri

#### **Conflict Decreasing Stage:**

Di situ taida berapa antara  
Kapalnya berlabuh ditengah segara  
Maksudnya hendak pulang ke Negara  
Rasanya hati sangat sengsara

**Completion Stage:**

Sampai di Sungsang menjatuhkan duga

Kapalnya tiga disuruhnya jaga

Ra'yatnya semua banyaklah dahaga

Mencari sungai dengan telaga

**Drama Script****Orientation Stage:**

Once upon a time the trade monopoly carried out by the Dutch made the Palembang people angry and expelled the Dutch traders. The Dutch did not remain silent and returned to attack Palembang in alliance with King Akil of Bangka. The Dutch commissioner Muntinghe or Idler Menteng and Colonel Bakkar as Commander in Chief landed successfully surrounded the Sultanate of Palembang.

**Preparation Stage:**

One of the other Dutch troops fired bullets at the back corner of the pilgrimage where he was standing, he was the combat commander. He shot every pilgrim non-stop. Many hadjis who died, will fill in heaven. Their blood flowed like musk. Prince Prabu came to help. He spent bullets shooting the Dutch troops.

Hulu Balang aimed his gun at Raja Akil, but was blocked by Dutch troops, Raja Akil managed to escape. The war ended, some Dutch troops managed to escape, died, and were brought to the Sultanate of Palembang.

But at the hiding place of the Dutch troops, they also wanted to strategize the war again.

**Climax Stage:**

Exactly six o'clock in the morning, Yaumiul Sunday. The Dutch again attacked in the waters. Likewise, the Sultanate also fought and brought warships to sea. The people are like gods and ghosts. All who looked at his heart were worried. The prince recited a prayer for congratulations, the hulubalang started the resistance.

The hot day became cloudy, all the people looked for shelter, the hulubalang died 2. The Dutch attacked on the land as well, the prince also shot down the opponents so that many became victims. The Dutch troops were getting hotter like male tigers. Kemas Said, who was on guard on the ground, went down to face the Dutch troops.

Tuesday at seven o'clock, his majesty shot the very mighty Menteng Ship and was destroyed. The Dutch troops woke up and were very surprised, Kornel Bakker was very angry and set up his rifle. Morning feels like night because of the smoke fired. Seeing Haji Bustam standing up, he was soon thrown to death. The Dutch military was very angry, he fired aimlessly, all covered in blood, the cannon and the ship were shattered.



Not yet answered, the Dutch general attacked the fort. There was another commotion of shooting and shooting without knowing where to go. Idler, Kornel and Raja Akil have a chance to escape. The general killed 5 wise commanders.

All the worried people prayed to God that all the commotion would stop. Their prayers were granted by God Rabb Al-Akhwan with the blessing of Sheikh Qulub Aristocratic helping his students finish the cursed general. Sayid Abdurrahman managed to kill the general. Followed by a cannon shot that managed to kill the company troops. The ships and troops were all shattered.

Raja Akil died by being shot by the warlord Hulubalang. The people cheered happily for defeating the infidel. The prince ministered to the nobility and made sure that all menteng would be opposed.

#### **Conflict Decreasing Stage:**

Dutch ships anchored in people's countries became wretched, they finally surrendered with defeat. But those that remained were still sequestered just in case. The king's good intentions returned weapons and ships to return to the Netherlands.

#### **Completion Stage:**

The remaining Dutch were delivered by ship to the breech until the country was muntok. They were given food to last the journey. Idler Menteng didn't dare to look at him, he just looked down and got on the ship that was going back to Holland. Menteng troops have sailed to the land of Batavia.

In the plot section of the Menteng War Poem, it has an advanced flow that starts with several stages, namely the exposition stage, the preparation stage, the conflictation stage, the climax stage, and the completion stage. The drama script also has a forward plot which starts with the exposition stage, the preparation stage, the conflictation stage, the climax stage, and the completion stage. So, it can be concluded that one of the flow types of transformation that occurs is conversion. Conversion is a reversal of the hypogram. The author will modify the sentence into a new combination. The retrieval of the reforms that occurred in the Menteng War Poem plot to the drama script can be seen at the beginning of the drama script which tells about the Dutch making the people of Palembang angry and expelling the Dutch traders. The Dutch did not remain silent and attacked Palembang again by allying themselves with King Akil of Bangka.

### **3. Transformation Text aspect Modification**

Modification is a change that occurs at the linguistic level. Changes at the linguistic level, namely, manipulation of the order of words and sentences. In transforming it into a drama script, the author manipulates the order of words and sentences in the Menteng War Poem so that it is more compact and complex to become a drama script.

Raja Akil died by being shot by the warlord Hulubalang. The people cheered

happily for defeating the infidel. The prince sent the nobles out and made sure that all menteng would be opposed.

### **Pangeran Muhamamad**

*Raja Akil punya mengerti Mengikuti mentengf suka sama mati  
Meninggalkan keluarga mengikut menteng malah celaka*

### **Penasehat**

*Meriam bawaklah ke dalam rimba  
Menteng itu seperti syetan  
Orang semuanya jangan kelihatan.*

This can be seen clearly when the Menteng War Poem is turned into a drama script, there is a change or manipulation of words and sentences. The sentences contained in the drama script are no longer the same as the sentences in the poetry. This is called a modification, for example, in drama scripts there is the word jungle, whereas in poetry, the word jungle.

#### **4. Transformasi Teks aspek Ekserp**

Exerp is taking the essence of a reference text. Text transformation that occurs through taking the essence of the existing Syair Perang Menteng by the author and producing a new literary work, namely a drama script.

Alkisah pertama mula  
Pangeran Muhammad mebuat cela  
Raja Akil demikian pula  
Beserta dengan kafir segala  
(Kutipan Syair Perang Menteng)

Once upon a time the trade monopoly carried out by the Dutch made the Palembang people angry and expelled the Dutch traders. The Dutch did not remain silent and returned to attack Palembang in alliance with King Akil of Bangka. The Dutch commissioner Muntinghe or Idler Menteng and Colonel Bakkar as Commander in Chief landed successfully surrounded the Sultanate of Palembang.

(Drama Script Excerpts)

The quote from the text of the Menteng War Poem above is an illustration of the theme of the poem. The theme of the Menteng War Poem is war. It is said that the Dutch made the people of Palembang angry, and also allied with King Akil of Bangka to attack Palembang. The type of transformation that occurs in the theme of the Menteng War Poem and the drama script is exerp.

Exerp is taking an essence of an element from the text that becomes the reference. So, it can be concluded that the theme of the Menteng War Poem text and the drama script is war.

### **FGD results**

The following are the results of the FGD in order to transform SPM into drama scripts in an effort to maintain and develop them.

The FGD participants agreed that SPM would be transformed into a drama script and then staged. This was stated by LR, an academic, as follows.

“I agree in principle if the Menteng War Poem is developed into a drama script. The goal is for this poem to be known by many people. It's a shame when this poem sinks and is not known by people. What is important is that the conflict in the drama is clear, namely related to the Palembang people's war against the Dutch colonialists.”

LR academics emphasized that the process of transformation of literary works has occurred a lot. This is done because of the demands of people's tastes in enjoying literary works. The transformation of literary works makes the literary work more interesting. This SPM can be used as a drama script. LR has also transformed Syair Siti Zubaidah written by Tengku Abdul Kadir into a drama script. Even the drama script he wrote has been staged several times.

YS cultural observer stated that in order to transform the Syair Perang Menteng, it is necessary to narrate the characters in SPM. He further stated "It should be noted that there will be difficulties in making character dialogues because of the poetic language which has archaic words." The Menteng War Poetry contains a number of archaic words, namely old Malay words that are not used today. The words are like .....

Another humanist, namely VL, stated "It is necessary to maintain the existence of poetry quoted from SPM which can be used as a dialogue of figures." This was done while maintaining the poetry tradition favored by the people of Palembang as the place where the Syair Perang Menteng was born.

VL's opinion confirms the theory of transformation, namely that there is an effort to maintain its hypogram in a change of form or transfiguration to a new form that does not completely abandon the basic essence of the aspect being transformed. (Ulum & Wiyatmo, 2022).

VL also expressed his opinion regarding expansion efforts in the SPM transformation process "In my opinion, it is permissible to add components in the drama, for example there is a khadam scene so that there is a scene interlude. The goal is to refresh and keep the audience interested. You are also welcome to improvise while within reasonable limits and not get out of the heart of the poem's story." The khadam scene referred to here is a scene that is inserted after the main scenes in traditional Palembang and Sumatran theatrical performances commonly known as "Dulmuluk." The khadam scene contains comedy and jokes like the "goro-goro" scene in a wayang performance. In khadam scenes, there are

usually figures called khadam who represent the common people, who can be palace maids and people outside the palace. The important mission of the khadam figure is to refresh the atmosphere and bring news related to the palace officials. The issues raised can be in the form of issues that are currently hot around the kingdom or issues in the form of criticism of palace policies..

Noteworthy aspects of the props such as costumes and settings. The costumes should be old costumes from the Palembang Darussalam Sultanate and Dutch costumes. It was necessary to display Palembang's culture which was very religious at that time, namely by performing remembrance.

Can use expansion techniques by adding characters and settings. This is common because the drama that is staged must be interesting.

### **Conclusions and Recommendations**

Transformation is defined as a change in form or transformation of an aspect into something new that does not completely leave the basic essence of the aspect being transformed. In Syair Perang Menteng and drama scripts, the writer found an expansion or expansion of literary works. This shows that there is an expansion or development of the story that occurs in the transformation of the Syair Perang Menteng into a drama script. In its transformation into a drama script, the story undergoes a conversion or renewal which is taken from the main content of the Syair Perang Menteng story so that a good drama script is created. You are also welcome to improvise while within reasonable limits and not get out of the core of the story of the poem.

This research is the first step in the transformation process. Another transformation effort needs to be done, namely staging based on the drama script that has been made.

### **Acknowledgments**

The author would like to thank for financial assistance through international collaborative research schemes from the Teaching and Education Faculty of Sriwijaya University with a contract number 1439/UN9.FKIP/TU.SK/2022.

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