

# The Practicality Of Intercultural Learning Materials For Drama Subject

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## Abstract

Intercultural learning materials are essential for understanding the different cultures in classroom activities. This study investigates the Practicality of intercultural learning materials for Drama subjects. This study aims to find out and examine the intercultural learning materials in the form of the handout for the teaching and learning drama of sixth-semester students of the English Study Program at Pasir Pengaraian University. This research was descriptive and quantitative. The sample of this research was obtained by total sampling. They were 29 students and four lecturers in the English Department. The instruments for collecting data were questionnaires using the Likert scale. The data from the questionnaire are described and analyzed based on the frequency of such sub-indicators performed at the handout component; content, language, presentation, and graphic. The data are described and analyzed using a formula to see the percentage of each questionnaire item. The result of this study shows that the intercultural learning materials were practical. It means that the intercultural learning materials are available to implement for drama subjects. These learning materials are expected to solve the lecturers' and students' problems in understanding language and culture in a multicultural context in teaching and learning.

**Keywords:** Practicality, Intercultural Learning, Learning Materials, Drama Subject.

## INTRODUCTION

The problem of education has always been an interesting topic of conversation among the wider community (Permanasari & Pradana, 2021; Pradana et al., 2022). In higher education, the lecturers face a significant challenge in teaching in a multicultural context. Besides, they have prepared the practical material and can fill the gap in the different cultures. On the other hand, they know about learning in various languages and cultures (Busse & Krause, 2015; Cloonan et al., 2017; Gómez-Parra, 2020; King et al., 2013; Lee et al., 2014). In this case, the understanding of language and culture have to share effectively in the learning environment; the lecturers and students should have the same perspective in teaching and learning activities.

The elements of education must be

involved to achieve the planned educational goals (Rahmawati et al., 2021). One of the keys to the success of the teaching and learning process depends on the planning and the media used in teachers' and students' activities. According to Alvarez-Bell et al. (2017), the critical success of the learning process comes from the teacher's innovation in teaching and the class providing more knowledge. On the other hand, the achievement of teaching and learning processes needs evaluating the sources of the learning and the human resources (Anzar et al., 2018; Donkor, 2010; King et al., 2013; Munna & Kalam, 2021; Priatna et al., 2020). In line with this, higher education has the responsibility to design the materials and the various sources of learning. This is done so that the success of the teaching and learning process

can be improved for the better (Maskur et al., 2020).

Intercultural learning materials are the material that contains the understanding of the similarities and the differences between language and culture. The teaching and learning materials grow the students' cultural awareness (Campbell & Walta, 2015; Chao, 2013; Echcharfy, 2019; Ennis, 2015; Haas, 2019; Kramsch, 2013; Mighani & Mohseni, 2020). Moreover, to get the result of learning efficiently, the learning has to design systematically. Therefore, innovation is needed to keep up with the times (Rionanda et al., 2022). According to Shimazaki et al. (2018), the handout is suggested because it has concise material and is easy to understand. In addition, the handout is a kind of learning material that help the students to understand and comprehend the topic (Fazlina et al., 2019; Munyoro, 2014; Riefani et al., 2020; Ulya et al., 2015). Then, the advantages of the handout are easier to find out without seeking many sources (Saqdiyah et al., 2018; Wongkietkachorn et al., 2014).

However, the handout is measured first before it is implemented in the teaching and learning process. According to Yassin et al. (2020), the measurement of learning material determines the learning material used. The measurement cover validity and Practicality (Budi et al., 2018; Hernon & Schwartz, 2009; Nora et al., 2018). On the other hand, using a handout is not only a simple source of learning but also measured Practicality.

The practicality test of the handout is an important part of implementing the intercultural learning materials model for drama subjects. Westbroek et al. (2022) state that Practicality is essential to know what threats a program poses to Practicality and how they will affect the Practicality of that program across contexts. In addition, Practicality is the product or the result of the research more practice and available used (Asrizal et al., 2021; Darma et al., 2021; Figna et al., 2020; Janssen et al., 2015; Refnywidialistuti, 2021). The components of Practicality are obtained from (BNSP, 2017; Hasmawaty et al., 2020; Westbroek et al.,

2022). The component consists of content, language, presentation, and graphics. According to Darma et al. (2021), content practicality includes the material of learning that is easy to understand. Then, the content practicality is followed by the language used in the handout. It means that language used is practical to understand the material of learning (Nesri, 2020; Nora et al., 2018). Moreover, the Practicality in the form presentation and the graphics are needed to attract the students' attention to read the learning material.

However, several studies investigated the Practicality of learning materials at the University level. Ismathulhuda (2022) examines the validity and Practicality of project-Based e-students worksheets. The result of this study points to the worksheet of the thermochemical material is practical. It is helpful because it is electronic teaching material. In addition, UnFitria (2022) investigates the Practicality of e-learning materials for senior high school. The result shows that STEM-integrated electronic materials are efficient. Then, the Practicality of learning material is also done by Refnywidialistuti (2021), who points the Practicality of learning material for fraction material is very high. The point of this result is developed in elementary school. On the other side, some researchers agree that electronic learning materials are practical in higher education (Akhiruddin & Sujarwo, 2020; Harsono, 2015; W et al., 2018). Their product is electronic models and worksheets for higher education.

Based on the previous studies, no study has investigated the Practicality of intercultural learning material for drama subjects. As known, the intercultural learning material is the material that provides the understanding of the different languages and cultures in classroom activities (Benson, 2015; Dimitrov & Haque, 2019; Kramsch, 2013; Zafar et al., 2013). In this case, the Practicality of learning material for drama subject is focused on because drama subject is the subject that engages the language and culture (Arveklev et al., 2015; Celik, 2019;

Idogho, 2018; Kwiecień-Niedziela et al., 2020). The Practicality of the intercultural learning material is expected to achieve the learning goal in a multicultural context.

## RESEARCH METHOD

This research was descriptive-quantitative. Descriptive quantitative research was designed to find the human phenomenon, and the data were counted and described systematically. According to Lodico (2010), descriptive-quantitative is the research data that is presented in numerical data and then described in the descriptive form. In this research, the researcher used total sampling to obtain data. According to Sugiyono (2013:18), complete sampling is a technique where samples are the same as the population. The subject of this research was four lecturers and eleven in the sixth semester of the English study program at the University of Pasir Pengaraian. There were some steps in collecting data. Firstly, the researcher gave the questionnaire to the

lecturers and the sixth-semester students of the English Study Program at the University of Pasir Pengaraian. Secondly, the data were analyzed by using the Linkert scale. The data from the questionnaire are described and analyzed based on the frequency of such sub-indicators performed at work. The data are described and analyzed using a formula to see the percentage of each item of the questionnaire. The formula is suggested by Arikunto (2006) as below:

$$P = \frac{F}{N} \times 100\%$$

Note:

P = Percentage of the students giving response

F = Frequency

N = Total respondents

The Practicality of the handout was obtained based on the analysis result of the questionnaires. The result of the Practicality of the handout follows the following criterion.

**Table 1. Category of Practicality Score**

Percentage	Category
81-100	Very Practical
61-80	Practical
41-60	Fairly Practical
21-40	Less Practical
0-20	Impractical

## RESULT

### Practical Test of Intercultural Learning Materials by Lecturers

The practicality test of the Intercultural learning materials was conducted by distributing the questionnaire to four lecturers in English Department. The process to obtain the Practicality of lecturers' intercultural

learning materials for drama subjects. They are teaching team for Drama subject. The components of the Practicality of the Intercultural learning material model in the form of a handout were arranged based on BNSP PP No. 19/2005. The components were the Practicality of contents, display presentation, languages, and graphics. The result of Practicality is as follows.

**Table 2. The Practicality of the Contents**

No	Statement	Average	Practicality Criteria (%)
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1	The material on the handout is in accordance with the SK and KD.	5	100
2	The material in the handout about intercultural learning cultural learning in Drama courses is easy to understand	5	100
3	The material in the handout has a depth of cross-cultural learning material that is easy to understand	4.75	95
4	The handout material has students who have accurate concepts that are easy to understand	4.5	90
5	Learning materials are well structured	4.5	90
6	The material on the handout has an accuracy of questions that are easy to understand	4.5	90
7	Examples of cross-cultural learning on handouts are easy for me to understand	4.5	90
8	Examples of English drama texts that use thank you words in English culture are easy for me to understand	4.25	85
9	Examples of English drama texts that use thank you words in Malay culture are easy for me to understand	4.5	90
10	The material on how to show drama in the application of thank you in English and Malay culture is easy for me to understand	4	80
11	The material in the handout has a clear bibliography	4.5	90
12	The material in the handout has the most recent bibliography	4	80
13	The material in the handout is sourced from books and journals	4.25	85
Total Average score		4.48	89.61

The Practicality of intercultural learning material model in drama's handout was carried out by 4 English lecturers at the University of Pasir Pengaraian. It can be seen that the practicality score from the contents component of the Intercultural learning materials was 89.61%. It means that the criteria level of the content component was very practical. The contents components include the contents of

basic competence and learning objectives of the subject, learning materials and learning activity in each topic, the exercise, and reference. Then the second component of Practicality is display presentation. In this part, the lecturers were asked to measure the Practicality of lecturers learning material. The result of the display presentation practicality is as follows.

**Table 3. The Practicality of Display Presentation**

No	Statement	Average	Practicality Criteria (%)
1	The material on the handout has a precise and clear presentation	4	80
2	The presentation of the material on the handout is supported by questions and answers that are easy to understand	4.25	85
3	Presentation of handout material is followed by clear and easy-to-understand instructions	4.5	90
4	The material on the handout is presented in a structured, clear, and easy to understanding the way	4.5	90
5	The material in the handout is presented in full according to the table of contents and is easy to understand	5	100

Total Average score	3.45	89
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The Practicality of intercultural learning material model for drama's handout was carried out by four English lecturers at the University of Pasir Pengaraian. It can be seen that the practicality score from the Display Presentation was 89 %. It means that the criteria level of the intercultural learning material model in Drama's Handout from display presentation components

was very practical. The display presentation components include the presentation of students' hands out and lecturers' hands out, which were presented in good quality.

Then, the table below displays the result of Practicality by lecturers of the Intercultural learning material model in Drama's Handout from language components.

**Table 4. The Practicality of Languages**

No	Statement	Average	Practicality Criteria (%)
1	The language used in the handout can be clearly understood	4.5	90
2	The language in the handout does not have a double meaning.	4.75	95
3	The language logic in the handout is very good	4.75	95
4	The language in the handout is clear, concise, concise, and easy to understand	4.5	90
5	The language used has good grammar	4.75	95
6	The terms or symbols used in the handout can be understood	4.5	90
Total Average score		4.62	92.5

The Practicality of intercultural learning material model in drama's handout was carried out by four English lecturers at the University of Pasir Pengaraian. It can be seen that the practicality score from the languages component of the Intercultural learning material model in Drama's Hand out was 92.49 %. It means that the criteria level of the Intercultural learning material model in Drama's Handout from Language Components was very practical.

The language components include the language of hand out that should be communicative, the language of hand out used was easy to understand and not ambiguous, and the information conveyed from the hand out should be clear and the grammar correct.

Then, the table below displays the result of Practicality by lecturers of the Intercultural learning material model in drama's handout from the components of graphics:

**Table 5. The Practicality of Graphic**

No	Statement	Average	Practicality Criteria (%)
1	The handout format is very good	4.75	95
2	The design of the leather part is very good	4.5	90
3	The design of the contents is very good	4.25	85
4	The paper quality is good enough	4.5	90
5	The quality of the prints is quite good	4.25	85

6	The quality of the handout volume is good enough	4.5	90
Total Average score		4.29	89.16

The Practicality of intercultural learning material model in drama's handout was carried out by 4 English lecturers at the University of Pasir Pengaraian. It can be seen that the practicality score from the Graphis component of the Intercultural learning material model in Drama's handout was 89.16 %. It means that the criteria level of the Intercultural learning material model in Drama's Handout from graphics components was very practical. The graphics components include the font size, the composition of colors, the proportion of text and visual art, the quality of printing, the quality of paper, and the quality of hand out's binding.

### **Practical Test of Intercultural Learning Materials by Students**

The Practicality test of intercultural learning

material model in drama's handout was not only arranged for English lecturers for Drama Subjects but also for English students at the University of Pasir Pengaraian. There were eleven English students who were involved in the practicality test. The questionnaire was distributed to eleven students to obtain data about the Practicality of the intercultural learning material model in the drama's handout. The components of the Practicality of the intercultural learning material model in Drama's Handout were designed based on BNSP (2017). The Components were the Practicality of contents, display presentation, languages, and graphics. The table below displays the result of Practicality by students of the intercultural learning material model in the drama's handout:

**Table 6. The Practicality of the Contents**

No	Statement	Average	Practicality Criteria (%)
1	The material on the handout is in accordance with the SK and KD.	4.81	96.2
2	The material in the handout about cross-cultural learning in Drama courses is easy to understand	4.45	89
3	The material in the handout has a depth of cross-cultural learning material that is easy to understand	4.45	89
4	The handout material has students who have accurate concepts that are easy to understand	4.54	90.8
5	Learning materials are well structured	4.63	92.6
6	The material on the handout has an accuracy of questions that are easy to understand	4.81	96.2
7	Examples of cross-cultural learning on handouts are easy for me to understand	4.54	90.8
8	Examples of English drama texts that use thank you words in English culture are easy for me to understand	4.54	90.8
9	Examples of English drama texts that use thank you words in Malay culture are easy for me to understand	4.45	89
10	The material on how to show drama in the application of thank you in English and Malay culture is easy for me to understand	4.45	89
11	The material in the handout has a clear bibliography	4.63	92.6
12	The material in the handout has the most recent bibliography	4.45	89

13	The material in the handout is sourced from books and journals	4.54	90.8
Total Average score		4.56	91.21

The Practicality of intercultural learning material model in drama's handout was carried out by 11 English students at the University of Pasir Pengaraian. It can be seen that the practicality score from the contents component of the Intercultural learning material model in Drama's Handout was 90,90 %. It means that the criteria level of the Intercultural learning material model in drama's handout from content components was very practical. The contents

components include the contents of basic competence and learning objectives of the subject, learning material and learning activity in each topic, the exercise and reference, and the contents come from book sources and journal references.

Then, the table below displays the result of Practicality by lecturers of the Intercultural learning material model in Drama's Handout from the components of display presentation:

**Table 7. The Practicality of Display Presentation**

No	Statement	Average	Practicality Criteria (%)
1	The material on the handout has a precise and clear presentation	4.72	94.4
2	The presentation of the material on the handout is supported by questions and answers that are easy to understand	4.63	92.6
3	Presentation of handout material is followed by clear and easy-to-understand instructions	4.72	94.4
4	The material on the handout is presented in a structured, clear, and easy-to-understand way	4.63	92.6
5	The material in the handout is presented in full according to the table of contents and is easy to understand	4.45	89
Total Average score		4,63	92.6

The Practicality of the intercultural learning material model in drama's handout was carried out by 11 English students at the University of Pasir Pengaraian. It can be seen that the practicality score from the display presentation component of the Intercultural learning material model in Drama's Handout was 93,27 %. It means that the criteria level of the Intercultural learning material model in Drama's Handout

from display presentation components was very practical. The display presentation components include the presentation of students' hands out and lecturers' hands out, which were presented in good quality.

Then, the table below displays the result of Practicality by a student of the intercultural learning material model in drama's handout from the components of languages:

**Table 8. The Practicality of the Components of Language**

No	Statement	Average	Practicality Criteria (%)
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1	The language used in the handout can be clearly understood	4.54	90.8
2	The language in the handout does not have a double meaning	4.27	85.4
3	The language logic in the handout is very good	4.45	89
4	The language in the handout is clear, concise, concise, and easy to understand	4.81	96.2
5	The language used has good grammar	4.72	94.4
6	The terms or symbols used in the handout can be understood	4.54	90.8
Total Average score		4.55	91.1

The Practicality of intercultural learning material model in drama's handout was carried out by 11 English students at the University of Pasir Pengaraian. It can be seen that the practicality score from the languages component of the Intercultural learning material model in Drama's Hand out was 90,755 %. It means that the criteria level of the Intercultural learning material model in Drama's Handout from language components was very practical.

The language components include the language of the handout that should be communicative, the language of the handout used was easy to understand and not ambiguous, the information conveyed from the handout should be clear, and the grammar was correct.

Then, the table below displays the result of Practicality by students of Intercultural learning material model in Drama's Handout from The components of graphics:

**Table 9. The Practicality of the Components of Graphics**

No	Statement	Average	Practicality Criteria (%)
1	The handout format is very good	4.36	87.2
2	The design of the leather part is very good	4.63	92.6
3	The design of the contents is very good	4.72	94.4
4	The paper quality is good enough.	4.45	89
5	The quality of the prints is quite good	4.63	92.6
6	The quality of the handout volume is good enough	4.72	94.4
Total Average score		4.58	91.7

The Practicality of intercultural learning material model in drama's handout was carried out by 11 English students at the University of Pasir Pengaraian. It can be seen that the practicality score from the Graphis component of the Intercultural learning material model in Drama's Handout was 91.81 %. It means that the criteria level of the Intercultural learning material model in Drama's Handout from graphics components was very practical. The graphics components include the font size, the composition of colors, the proportion of text and visual art, the quality of printing, the quality of paper, and the quality of hand out's binding.

## DISCUSSION

The result of the Practicality of intercultural learning materials in the form of the handout is considered by the lecturers and the students' practicality test. The result shows that the intercultural learning materials are practical. The lecturers' and students' handouts are practically used in teaching and learning drama. Intercultural learning materials are needed to explore the students' awareness of the teaching and learning process. Gómez Luis Fernando (2018) states that intercultural learning is needed in learning English as a foreign language. Intercultural learning is engaging the ability of the students to understand and



comprehend their own cultures and others' cultures (Benson, 2015; Blanchard et al., 2013; Bocanegra-Valle, 2015; Ennis, 2015; Mighani & Mohseni, 2020; M. W. Morris et al., 2014). Therefore, to achieve the main goal of learning and teaching in a multicultural context, intercultural learning materials in the form of handouts are needed to design to fill the gap between the different cultures in a classroom activity. In line with this, Avval et al. (2013) and Fazlina et al. (2019) agree that the developing handout is an effective material because it has concise and practical material or topic.

### **The lecturers' intercultural learning materials are practically used for teaching drama**

In this research, the form of intercultural learning materials is the handouts. In line with this, the lecturers measure the intercultural learning material in the form of lecturers' handouts. In line with the result, its Practicality was very practical. The result of Practicality is an important part of learning materials before the learning materials are implemented by the lecturers or the students. This statement was supported by Asrizal et al. (2021) and Figna et al. (2020), who states the learning materials are measured to get the Practicality before implementing them. It is supported by BNSP (2017), which states that good learning materials have the Practicality of the contents, display presentation, languages, and graphics.

Furthermore, the Practicality of the intercultural learning material seems on the content component. It was very practical because the contents components have the Practicality in basic competence and learning objectives of the subject, learning material and learning activity in each topic, the exercise, and reference (Budi et al., 2018; Nesri, 2020; Refnywidialistuti, 2021). Then, this material provides intercultural learning material that is easy to understand by the lecturer. It is also supported by the easy concept of intercultural learning materials. This idea is supported by Westbroek et al. (2022), who point the Practicality of learning material can be

considered from the content; the clear content and materials support the learning process well.

Moreover, the practical result of the learning material content is well constructed. It can be seen in the material presented. It consists of the drama topics, intercultural learning, examples of intercultural learning, and the activities of intercultural learning materials. In line with this, Mardiah et al. (2018) state that the constructed material is supported by teaching and learning. They add the material of learning that good construction of learning material will be one key to the achievement of the learning goal.

In addition, the display presentation of the handout was very practical. It was presented in good quality. It is supported by Figna et al. (2020), who states the display presentation of learning material should be presented in good quality to attract the learners. The result of the research shows that the languages and graphics of the handout components were very practical. It was communicative, clear, and had the correct grammar. Furthermore, the language components should be communicative, easy to understand, and not ambiguous (Asrizal et al., 2021; Darma et al., 2021; Hasmawaty et al., 2020; Nora et al., 2018). Then, the graphic components were very practical because there is the practical font size, the composition of colors, the proportion of text and visual art, the quality of printing, the quality of paper, and the quality of hand out's binding (Hasmawaty et al., 2020; Refnywidialistuti, 2021; Riefani et al., 2020).

### **The Students' intercultural learning materials are practically used for teaching drama**

Practically, the students' intercultural learning materials in the form of students' handout is practical. It means this learning material is recommended to use for in drama subjects. The result shows that this learning material contains the intercultural learning materials, the structured material, and the clear material of the intercultural learning material. It fills the gap between Malay and English culture

in learning and teaching drama. This idea is supported by Morris et al. (2014), who state the learning material (handout) goes to gab and fills in the gab. It means that the learning materials in the form of a handout can help the students to understand and catch the different atmosphere in the learning process. In this case, the clear material of intercultural learning materials can integrate two cultures or more (C. W. Morris, 2013; G. S. Morris, 2017; M. W. Morris et al., 2014).

Moreover, the practices of the intercultural learning material are supported by examples of the intercultural learning material. In this case, this learning material presents the material on how the drama applies the real expression/dialog in Malay and English. This material is easy to understand in integrating two cultures in classroom activities. In line with this, Shimazaki et al. (2018) state that clear instruction of learning material makes the topics easier to understand. In addition, some scholars also agree the practical learning material transfers clear examples of each topic (Alfiansyah et al., 2018; Fazlina et al., 2019; Van Der Meer et al., 2012; Wang et al., 2015)

## CONCLUSION

The intercultural learning materials are essential for developing students' mindset to revitalize their language and culture in a multicultural context. In line with this, these learning materials are measured first before implementing in the teaching and learning processes. In this case, the form of measurement is the Practicality of this learning material for drama subjects. The Practicality of the handout is obtained from the lecturers and the students. The result seems intercultural learning material in the form of handouts are practical; the lecturers' and the students' handouts. It means that the handouts are available to use in the teaching and learning process, especially for Drama subjects. These results are in line with the components of the handout; contents, display, presentation, languages, and graphics.

In addition, the intercultural learning

materials in the form of handouts are categorized as practical because the learning materials designed are able to be a bridge in linking Malay and Culture. Malay and English are integrated into this material. Of course, this material is available to use because it has been examined and measured from its' practical. Then, the researcher expects this learning material not only to be used for Drama subjects but also to apply to other subjects that involve different cultures in teaching and learning.

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