

## DEVELOPMENT OF A PROJECT BASED ONLINE LEARNING MODEL TO IMPROVE THE SKILLS AND ABILITIES OF ACTORS FOR STUDENTS

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**Abstract** : *This study describes the development process and feasibility of project-based online learning development to improve actorship abilities and skills for students of the Sendratasik Education Study Program, Faculty of Language and Arts, Surabaya State University. Using research methods, ADDIE development consists of 5 stages of implementation. The implementation stage of this research is only until development is carried out in the drama, dance, and music education study program with students consisting of one Sendratasik study program consisting of 3 traditional theater, actor, and educational theater courses. The research instruments are interview guidelines, expert validation instruments, questionnaires, and observation sheets. The improvement of abilities and skills developed has stages adjusted to the Project Based Online Learning model. There are six syntaxes of the Project Based Online Learning model: online product planning, designing online product planning, preparing online creation schedules, monitoring online project activity and development, testing work online, and evaluating online learning experiences. Based on the assessment of project-based online learning validators, the results of action on content suitability are high criteria, and aspects of construction and readability are very high.*

**Keywords** : Project Based Online Learning; Actor; Sendratasik.

**Abstrak** : *Penelitian ini menggambarkan proses pengembangan dan kelayakan pengembangan pembelajaran online berbasis proyek untuk meningkatkan kemampuan berakting dan keterampilan bagi mahasiswa Program Studi Pendidikan Sendratasik, Fakultas Bahasa dan Seni, Universitas Negeri Surabaya. Dengan menggunakan metode penelitian, pengembangan ADDIE terdiri dari 5 tahap pelaksanaan. Tahap pelaksanaan penelitian ini hanya mencakup pengembangan dalam program studi drama, tari, dan musik dengan mahasiswa yang terdiri dari satu program studi Sendratasik yang mencakup 3 kursus teater tradisional, aktor, dan teater pendidikan. Instrumen penelitian yang digunakan adalah pedoman wawancara, instrumen validasi ahli, kuesioner, dan lembar observasi. Pengembangan kemampuan dan keterampilan dilakukan dengan tahapan yang disesuaikan dengan model Pembelajaran Online Berbasis Proyek. Terdapat enam tahap dalam model Pembelajaran Online Berbasis Proyek ini, yaitu perencanaan produk online, perancangan jadwal pembuatan online, persiapan jadwal kreasi online, pemantauan aktivitas dan pengembangan proyek online, pengujian karya secara online, dan evaluasi pengalaman pembelajaran online. Berdasarkan penilaian validator pembelajaran online berbasis proyek, hasil penelitian menunjukkan bahwa konten yang digunakan memiliki kriteria tinggi, dan aspek konstruksi dan kemudahan dibaca memiliki kriteria sangat tinggi.*

**Kata Kunci** : Pembelajaran Online Berbasis Proyek; Aktor; Sendratasik.

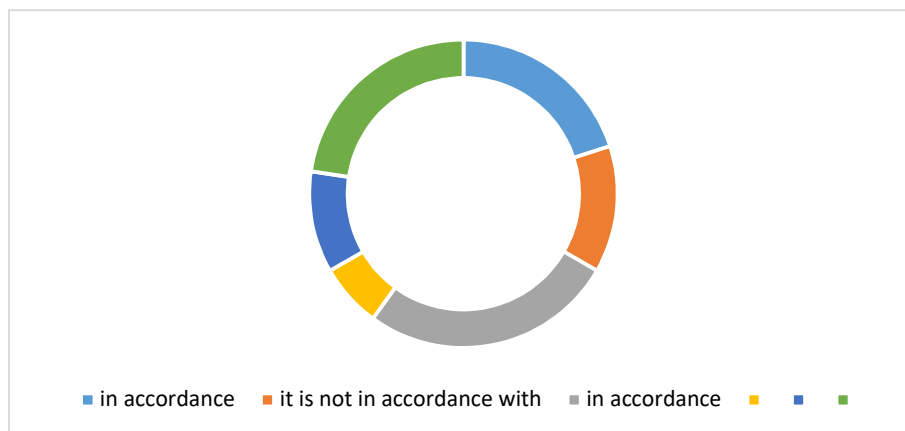
## INTRODUCTION

Learning in the university environment has undergone significant changes since the implementation of the independent campus learning curriculum. All universities make adjustments quickly according to guidelines set by the government with the follow-up of university leaders. Determining the scope and order of the subjects or subject areas assessed, curriculum documents establish the learning structure and learning sequence (and credibility) available in the lecture system. When curriculum documents are established alongside system policies, rules, and practices relating to the distribution of college forms and evaluative rules that define expectations for 'success' or 'unsuccessful' for students, the curriculum is one of the key instruments potentially available to countries both for the governance of schools' internal work and for the legitimacy of their education systems. Changes occur starting from the curriculum structure, the number of credits, course names, study materials, learning outcomes, content to integration problems with other types of courses. This form is expected to provide freedom for students to get the best learning, both learning models and independence in participating in learning at other universities or other study programs. The essential stigma applied by this curriculum is that students will gain complex and complete competencies when applied during learning (Nisa & Aryni, 2023; Croaker et al., 2017).

When the curriculum was implemented for students of the class of 2019 and 2020, most students experienced difficulties in attending lectures (Mundiri et al., 2023). Because students when registering as students send skill tests according to their respective interests, namely drama, dance and music according to their interests and competencies that have been previously possessed. When starting lectures, students follow all courses with all competencies will be achieved well (Suprpto et al., 2023). There are advantages in the application of this curriculum, students can get all drama, dance and music learning content with portions that are in accordance with the needs of competency achievement and students acquire complex skills. Student difficulties occur when the first semester independent learning curriculum is implemented, in even semesters students can follow lectures well with the complexity faced. One example of students getting courses with actor achievement content, consisting of Actor, Traditional Theater and Educational Theater courses (Kramer, 2002). This type of course has the learning achievement of mastery of actor practice, in the actor course, the achievement of mastery of realist and non-realist actors is a type of group or group theater, traditional theater is the achievement of mastery of traditional actor practice with the achievement of mastery of traditional actor practice of traditional monologue types, and the content of actor achievement education theater for youth theater or modern monologue-based school theater. Theatrical rehearsals to set his own agenda and carve out his own acting qualities. When the term 'theatre' is not applied to classroom play, one would not expect the word 'acting' to be heard in relation to students or lecturers (Haryanti et al., 2022). There may be additional problems in the search for truth.

Lecturers can see themselves trying to explore, through actions, problems that exist are real and have real meaning (Ackroyd-Pilkington, 2001).

Courses oriented to acting practice require hinterland in the practice of basic acting techniques, deepening acting until students have the skills to do acting in acting classes. Students have not explored the basic perspective of acting and the deepening parts through the learning stages given to students (Hutabarat & Ekawarna, 2023). Learning stages are strengthened by learning models or methods to strengthen learning steps and can make students able to construct their own knowledge, experience and skills (Bubou & Job, 2020). Through certain learning models, it can stimulate students to achieve learning goals optimally according to the abilities and acting skills achieved (Sever et al., 2013). In the previous learning process using the direct learning method, 40% felt appropriate using the method and 60% were not appropriate and could not achieve the learning objectives. Based on the initial questionnaire for lecturers who use acting courses, there are 3 types of questionnaires given 1) learning resources, 2) teaching materials, and 3) learning models. Learning resources get 20% answer is appropriate, the rest 80% are not appropriate, because they cannot maximize learning, teaching materials 70% are in accordance with learning needs and 30 are not appropriate, and the Learning Model gets results 32% appropriate and 68 are not suitable because the learning model does not maximize acting abilities and skills.



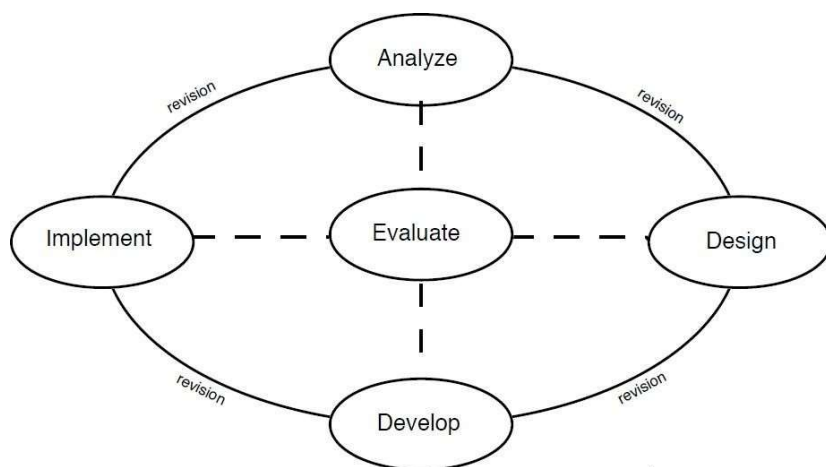
**Figure 1: Initial Questionnaire**

The content of this course is given in even semesters, through online learning. Course lecturers have difficulty in carrying out lectures through synchronous or asynchronous, because when doing virtual face-to-face the portion of lecturers provides direct learning or the next lecture gives tasks to carry out actor practice (Ashkur et al., 2022). Learning content with an LMS, students get introductory descriptions of assignments that students then work on (Sholikhun et al., 2022). Course lecturers have not implemented and used an effective and efficient model in overcoming learning problems experienced by students in this even semester (Siregar et al., 2023). The abilities and skills of actors that

should be the main goal in learning have not been achieved optimally due to improper selection and application of learning models. Lecturers are still building online learning offline, there are also lecturers concerned in implementing online learning, so they only use the lecture method when virtual face-to-face learning uses zoom or other similar platforms. When conducting non-virtual non-face-to-face learning, lecturers give assignments with weak assignment control, because lecturers do not fully evaluate student assignments (Hasanah et al., 2023). Based on the above problems, learning in the Sendratasik Education Study Program, Faculty of Language and Arts, Surabaya State University in the types of Actors, Traditional Theater and Educational Theatre requires the right learning model to be applied so that actorship abilities and skills can be achieved optimally in accordance with the learning objectives in each course (Suryandoko, 2023). So that researchers improved the method by developing a Project-Based Online Learning Model to improve the abilities and skills of actors for students of the Sendratasik Education Study Program, Faculty of Language and Arts, Surabaya State University. In this development research using the ADDIE development research model is considered rational and appropriate for this type of online research.

**METHOD**

The ADDIE learning system design model is a learning model that has components that include needs analysis according to the problems encountered, determining learning strategies, producing programs and teaching materials then implementing the learning program and the last one is evaluate learning programs and evaluate learning outcomes (Personal, 2009). Branch (2009) also suggests the ADDIE Model as a fundamental process for creating effective learning resources. The ADDIE model has a design that facilitates active, multi-functionality lies in an inspirational approach to learning. In its development, the ADDIE model used common procedures related to instructional design. Here's the procedure.



**Figure 2: ADDIE Development Research Method Flow**

**Table 1: General Procedures for ADDIE Models with Instructional Design**

	<i>Analyze</i> (Analysis)	<i>Design</i> (Design)	<i>Develop</i> (Development)	<i>Implement</i> (implementation)	<i>Evaluate</i> (Evaluation)
<b>Concept</b>	Identification Possible causes of performance gaps	Verification desired performance and corresponding test methods	Produce and validate learning resources	Prepare Learning environment and engaging students	Judge quality of products and instructional processes, both before and after implementation
<b>General Procedure</b>	<ol style="list-style-type: none"> <li>1. Validation Performance gaps</li> <li>2. Define instructional goals</li> <li>3. Confirm</li> <li>4. Identify required resources</li> <li>5. Determine potential delivery systems (including estimates cost)</li> <li>6. Create a project management plan</li> </ol>	<ol style="list-style-type: none"> <li>1. Doing n inventory si task</li> <li>2. Mention a performance objective</li> <li>3. Generate a testing strategy</li> <li>4. Generate return on investment</li> </ol>	<ol style="list-style-type: none"> <li>1. Produce content</li> <li>2. Select or develop supporting media</li> <li>3. Develop guidance for students</li> <li>4. Carry Teachers</li> <li>5. Guide for formative revisions</li> <li>6. Perform</li> <li>7. Test</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare a an teacher</li> <li>2. Prepare a student</li> </ol>	<ol style="list-style-type: none"> <li>1. Decisive</li> <li>2. An evaluation criteria</li> <li>3. Choose and evaluation tool</li> <li>4. Perform and evaluation</li> </ol>
	<b>Summary Analysis</b>	<b>Design Brief</b>	<b>Source Learn</b>	<b>Implementati on Strategy</b>	<b>Plan Evaluation</b>

At the analysis stage, it is carried out by validating performance gaps Measuring actual performance, Determining the performance to be achieved, Identifying the cause Formulating instructional goals Using Bloom's taxonomy in analyzing students' acting abilities and skills with a project-based online learning model. Next identify the student's character, ability, experience, motivation, attitude and others on the actor. The next stage identifies sources: Identify options, time considerations, content, technology, facilities, and students, determine appropriate learning strategies and identify options, time considerations.

The second stage is the design stage. This stage has the aim of verifying the performance to be achieved and the selection of appropriate test methods. Common procedures carried out at this stage include: inventory of tasks, Identification of all the

necessary things to make the product as designed. The purpose of generating a testing strategy according to is to create items for the implementation of learner ability tests.

The next stage is the development stage. This stage has the objective of generating and validating learning resources. This stage is the stage that results in everything that has been designed or designed in the previous stage (design) becomes real. Common procedures to be performed at this stage include; 1) Generating content: Content is the focal point for engaging students during the knowledge construction process. Educators are certainly required to have strategies during the learning process; 2) Choose or develop supporting media: The selection of media used as learning aids must adjust to conditions in the field; 3) Develop guides / modules for students: The basic theory for developing a guide for students is initial drafting. The initial compilation is an overview of the information to be followed or sought; 4) Develop a guide/module for guru. In a guide for students to assist students in learning, educator guides assist educators as facilitators in directing students through instructional strategies.

The next stage is the implementation stage. At this stage the learning system is ready to be used by students. The activities carried out in this stage are preparing and implementing according to the target, namely students. The main objectives of this step are as follows; 1) Guiding students to achieve learning objectives; 2) Ensuring problem solving to address gaps in student learning outcomes; 3) Ensuring that at the end of learning activities, students have competencies in the form of knowledge, skills, and attitudes; d) This procedure generally consists of two parts, including; 4) Setting up educators Aims to prepare educators before learning, and; 5) Educating students to prepare students before learning.

This stage is the final stage in the ADDIE model development series. This stage has the aim of measuring the quality of products and processes before and after the implementation of activities. The general procedure of the evaluation process, includes; 1) Define evaluation criteria; 2) This stage is used to assess different types of learning solutions using levels, including Level 1, level 2, and level 3; 3) Selecting tools for evaluation; 4) At this stage the researcher selects the appropriate evaluation tools. The evaluation tool that researchers will use is the *Likert Scale*, and; 5) Evaluate it-self. Evaluation is an ongoing process. Evaluation assists the instructional design team in assessing the quality of learning resources as well as assessing the quality of the processes used to produce those learning resources. The different levels of evaluation should be used in the end of instructional design process.

## RESULT AND DISCUSSION

### 1. Project Based Online Learning Model Development Process

This development research produces products in the form of project based online learning model books and teaching materials to improve the abilities and skills of perpetrators. The project based online learning model book and teaching materials in this

study were developed through several stages in accordance with ADDIE development procedures, namely Analysis, Design, Development, Implementation and Evaluation. The applications of ADDIE in the development of this product are as follows;

a) Analysis

Needs analysis is the first step in the study. Researchers observed project based online learning model books and teaching materials in the Sendratasik Education study program environment in the Education Theatre course for students of class 2020. This observation was made at the FBS Sendratasik Education Study Program, Surabaya State University. The learning carried out still only uses power points given by lecturers from generation to generation, but there is no project based online learning model to maximize learning in the classroom. The next step at this stage is to look for references related to the development of project based online learning models and teaching materials in the form of journals and research, researchers are also looking for materials or materials to support the content of teaching materials related to straight motion.

b) Design

The second stage is the design of project based online learning models and teaching materials. At this stage, what needs to be considered is the way of presenting the material in the teaching materials. The presentation of material in the project based online learning model and teaching materials connects the sciences of theater arts, in this case actors with the context in student life. The description of the material begins with a phenomenon that is often encountered by students, then there are questions or problems with the aim of directing students to see an overview of the material they will learn. After being stimulated with questions, proceed with the presentation of the material, where each material has examples of questions and their application in everyday life. The material in the teaching materials consists of the concept of actors, actor techniques and actor practices.

c) Development

The third stage is to develop teaching materials. The first step taken at this stage is to determine the course description and learning outcomes in accordance with the MBKM curriculum. The next step carried out by researchers at the product development stage before making project based online learning models and teaching materials is to compile a draft of project based online learning model books and teaching materials about actors for education study program students.

Development of project based online learning model using ADDIE model. The ADDIE model consists of five stages, namely Analysis, Design, Development, Implementation and Evaluation (Branch, 2009) However, in the development of this learning model, the Implementation and Evaluation stages are not used, due to time and cost constraints. Based on the analysis of preliminary studies, this project based online

learning model is needed in the learning process. However, the learning process still uses conventional learning, has not applied the project based online learning model. The next step is Design. The design of this teaching material begins with the concept of draft teaching materials, namely choosing the learning approach used in the project based online learning model and teaching materials. After designing the concept, researchers prepare supporting references for making project based online learning models and teaching materials. References consist of art books, acting and actors. Then determine the indicators of course descriptions and learning outcomes in accordance with the MBKM curriculum.

The third stage is Development. At this stage, it begins with the preparation of a draft of the project based online learning model book and teaching materials that will be a reference in the development of teaching materials. The components in the project based online learning model and teaching materials consist of the cover of the project based online learning model and teaching materials, preface, table of contents, guidelines for the use of teaching materials, teaching material concept framework, concept map, introduction, objectives, initial knowledge needed, sources and materials, time, activity outline, concept, summary, evaluation questions, bibliography, and glossary. The project based online learning model and teaching materials developed use the project based online learning model in accordance with the material discussed.

## **2. Feasibility of Project Based Online Learning Model Development**

Eligibility is done by validating the product to three media experts and five actor experts. This product validation is carried out with the aim of obtaining feasibility assessments, suggestions and input from competent experts so that the teaching materials developed have good qualifications.

### **a) Media design expert assessment**

The assessment by media design experts aims to determine the feasibility of PBL-based teaching materials in terms of media design. Media design experts judge according to a grid of media design experts. In the preparation of teaching materials, it is necessary for compilers to master design skills, so that the physical appearance of teaching materials will be able to arouse student motivation in reading and learning them.

The aspects to note are; 1) Color, especially if color contains meaning; 2) Placement of illustrations, placed as close as possible to the concept described with the illustration; 3) Maps, tables, and graphs must match the text, must be accurate, and simple, and Paper and book sizes (Prastowo, 2012). The assessment was carried out by three lecturers, namely Arif Hidajad (lecturer in Sendratasik theater specifications), Fajar Arianto (lecturer in educational technology in learning design), and Khusnul Khotimah (lecturer in Educational Technology in learning media). The following is



the data from the assessment of project-based online learning models to improve abilities and skills by media design experts.

**Table 2: Data from the Assessment of Teaching Materials by Media Design Experts**

Assessment Aspect	Judging Criteria	Valuation				Score	Aspect	Middle	Eligibility Percentage	Criterion
		I	II	III						
Size of Teaching Materials	1	4	4	4	12	23	3,83	95,75 %	Very Worth It	
	2	4	4	3	11					
Cover Design	1	4	1	4	9	34	2,83	70,75 %	Proper	
	2	4	1	3	8					
	3	3	1	3	7					
	4	3	3	4	10					
Teaching Material Content Design	1	4	3	4	11	110	3,05	76,25%	Proper	
	2	4	1	3	8					
	3	4	1	4	9					
	4	4	1	3	8					
	5	4	2	3	9					
	6	3	1	4	8					
	7	4	2	4	10					
	8	3	3	3	9					
	9	4	3	3	10					
	10	4	1	4	9					
	11	3	4	3	10					
	12	4	1	4	9					
Number of Scores		67	37	63	167	167	3,09	77,25 %	Proper	

The results of the assessment of teaching materials by media design experts as a whole get feasible criteria (77.25%) so that teaching materials can be used as teaching materials for students in the learning process. Viewed from all aspects, the highest percentage of feasibility is in the aspect of the size of teaching materials getting very feasible criteria (95.75%). Furthermore, followed by the design aspect of the content of teaching materials, feasible criteria were obtained (76.25%). And finally, the design aspect of the cover of teaching materials gets feasible criteria (70.75%) with a lower percentage of feasibility than aspects of the size of teaching materials and the design of the contents of teaching materials Based on supporting questions filled in by media design experts, development suggestions or expectations about the project based online learning model, namely the efforts made plus attractive image illustrations and

added color variations to the teaching materials to make them more attractive and teaching materials can be used.

b) Expert assessment of the substance of the material

The expert assessment of material substance aims to determine the feasibility of material in project based online learning-based teaching materials that have been developed. The development of teaching materials is intended for students of the FBS Sendratasik Education Study Program, Surabaya State University on actor material, so the author validates the teaching materials to theater or drama art teachers who teach Theatre Education courses. Expert assessment of the substance of the material includes three aspects, namely, aspects of content feasibility, aspects of feasibility of presentation, and linguistic aspects. The expert assessment of material substance was carried out by five experts in the field of theater arts, namely; Indar Sabri (lecturer of Sendratasik drama specification education), Autar Abdillah (Rudlofudin Jinda (lecturer of Sendratasik drama specification education), Mujib Al Firdaus (Sendratasik STKW drama or theater), Syaiful Qadar Basri (lecturer of Sendratasik educational drama specification). Based on data from the development of an online project-based learning model Learning improve the abilities and skills of the offender.

**Table 3: Data from the Assessment Results of Learning Models and Teaching Material**

Assessment Aspect	Judging Criteria	Valuation					Score	Aspect of $\Sigma$ Per	Middle	Eligibility Percentage	Criterion
		I	II	III	IV	V					
Content Eligibility Aspects	1	4	3	4	4	4	19	153	3,06	76,5	Proper
	2	4	3	3	3	3	16				
	3	4	3	3	3	3	16				
	4	4	2	3	3	3	15				
	5	4	2	3	4	4	17				
	6	4	1	3	2	2	12				
	7	4	1	2	2	2	11				
	8	4	1	2	3	3	13				
	9	4	3	3	4	4	18				
	10	4	3	3	3	3	16				
Linguistic Aspects	1	4	3	4	3	3	17	130	3,25	81,25	Proper
	2	4	2	4	3	3	16				
	3	4	3	4	3	3	17				
	4	4	4	2	3	3	16				
	5	4	4	3	3	3	17				
	6	4	4	1	3	3	15				
	7	4	4	3	3	3	17				
	8	4	4	3	2	2	15				
Linguistic Aspects	1	4	3	4	3	3	17	146	3,24	81%	Proper
	2	4	3	4	3	3	17				
	3	4	3	3	3	3	16				

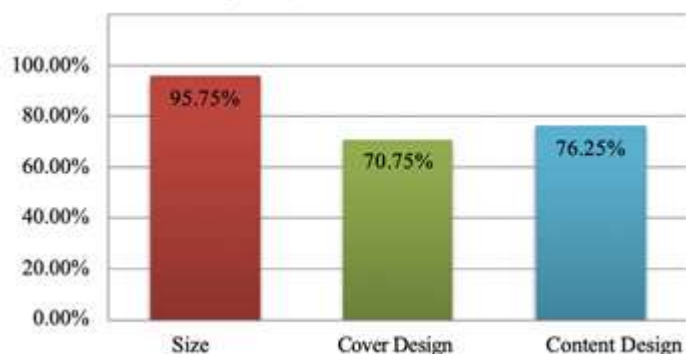
	4	4	3	4	3	3	17				
	5	4	3	3	3	3	16				
	6	4	1	4	3	3	15				
	7	4	1	4	3	3	15				
	8	4	3	3	3	3	16				
	9	4	3	4	3	3	17				
Number of Scores	108	73	86	81	81	429		429	3,17	79,25 %	Proper
Average Sum of All Scores											

The results of the assessment of teaching materials by experts on the overall substance of the material from the aspects assessed get feasible criteria (79.25%) so that teaching materials are used as teaching materials for students in the learning process. Overall, the aspect that gets the highest percentage of eligibility is the feasibility aspect of presentation with eligibility criteria (81.25%) followed by the linguistic aspect of getting eligibility criteria (81%). And finally, the content eligibility aspect gets eligibility criteria (76.5%) with a lower percentage of linguistic aspects and presentation feasibility aspects. Based on the answers to supporting questions filled in by material substance experts, that; 1) Book Model Teaching materials can help students understand the material but coupled with picture illustrations; 2) The advantages of teaching materials are more structured to be teaching materials for students; 3) The lack of teaching materials is that the problems raised are less contextual, and the illustrations are still lacking, and; 4) suggestions for the future to be even better.

The assessment of project based online learning models and teaching materials was carried out by three lecturers and five theater arts lecturers. Media design experts assess the development of the project based online learning model in three points, namely the size of teaching materials, cover design, and content design of teaching materials. For material substance experts, they assess the development of teaching materials in three aspects, namely the feasibility aspect of content, the feasibility aspect of presentation, and the linguistic aspect. Data from the assessment of teaching materials includes data in the form of scores and then converted into four categories, namely very feasible (SL), feasible (L), less feasible (KL), and not feasible (TK). The score obtained is also processed into a percentage for eligibility criteria.

#### a) Assessment by Media Design Experts

The results of the assessment by media design experts on actors' teaching materials in each aspect can be seen in the following graphic image;



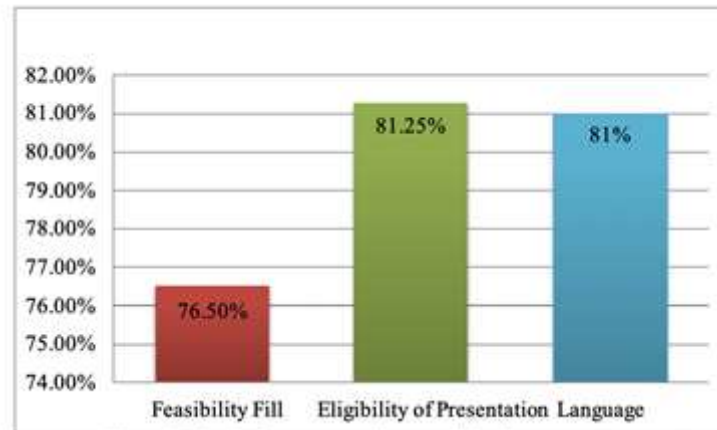
**Figure 3: Assessment Charts by Media Experts**

The second aspect is the cover design of the project based online learning model and teaching materials (cover) which received an average feasibility score of 70.75%. The cover design consists of four sub-indicators, namely; 1) The letters used are attractive and easy to read; 2) The font size of the title of the teaching material is more dominant and proportional than the size of the teaching material, the name of the author; 3) The color of the title of the teaching material contrasts with the background color, and; 4) Does not use too many letter combinations. In the sub-indicator of the cover design of teaching materials, it discusses illustrations of the content of the material in terms of colors and images. This illustration was chosen to better illustrate the content of the material well. In the project based online learning model, illustrations that can illustrate the content of the material are images of activities that are often encountered in everyday life, realist acting activities.

The third aspect is the design of teaching material content which gets an average feasibility score of 76.25%. In designing the content of teaching materials consists of 12 sub-indicators, namely; 1) Consistency of layout; 2) Placement of consistent layout elements, based on patterns; 3) Separation between paragraphs is clear; 4) The distance between text and illustration is appropriate; 5) Title of learning activities, subheading of learning activities, and page or folio numbers; 6) Illustration and image captions; 7) Placement of titles, subtitles of learning activities, and image captions do not interfere with understanding; 8) Do not use too many typefaces; 9) The level of titles is clear, consistent and proportional; 10) Able to express the meaning or meaning of objects; 11) Accurate and proportional forms according to reality, and; 12) Creative and dynamic. In the sub-indicators of the design of the content of the PJBOL learning model and teaching materials, it discusses good illustrations, interesting, innovative, creative, and facilitates the understanding of the material. Based on the aspects of media experts, it can be seen that the average overall score of all aspects is 77.25%. So that the PJBOL learning model to improve the abilities and skills of actors is feasible to be used for the learning process.

b) Expert Assessment of the Substance of the Material

The percentage of the results of expert assessments on the substance of the material in the project based online learning model and teaching materials in each aspect can be seen in graphic images in figure 4.



**Figure 4: Graph of Assessment by Material Substance Experts**

Analysis of data obtained from substance experts in Table 4 shows that the feasibility of the project based online learning model developed as a whole is included in the feasible (L) category. This can be reviewed from three aspects of assessment. The first aspect is the content notability aspect which gets an average notability score of 76.5%. The content feasibility aspect consists of four sub-indicators, namely; 1) Suitability of the material to CP; 2) Accuracy of the material; 3) Freshness of the material, and; 4) Encourage curiosity. Thus, teaching materials pay great attention to the content of the material by adjusting the development of science and topics or examples of activities that are in accordance with daily circumstances. In addition, the sub-indicators of material conformity to CP address the completeness, flexibility and depth of the material. Teaching materials must contain relevant facts, concepts, principles and procedures and be written in accordance with the formulation of indicators and achievement of competencies (Fajri). In the project based online learning model to improve the abilities and skills of actors, it must be thorough, brief, concise and clear.

The second aspect, namely the presentation feasibility aspect, which gets an average feasibility score of 82% In the presentation feasibility aspect, it consists of three indicators, namely; 1) Presentation techniques; 2) Supporting presentations, and; 3) Learning presentations. The presentation technique sub-indicator discusses the sequence of concepts and also student involvement in the learning process. In instilling the concept of knowledge and student involvement, this PJBOL learning model is needed in the learning process. This is one of the functions of teaching

materials, namely students can learn without having to have teachers or other friends, anytime and anywhere according to their respective speeds (Fajri, 2014). Based on this opinion, the PJBOL learning model is a means learning that involves students in the learning process both through guidance and independently.

The third aspect is the linguistic aspect which gets an average feasibility score of 81%. In addition, the linguistic aspect consists of five indicators, namely; 1) straightforward; 2) communicative; 3) dialogical and interactive; 4) suitability to student development, and; 5) conformity with language rules. In the sub-indicators of conformity to language rules, it addresses grammar and spelling accuracy. In the learning model, project based online learning has a systematic language structure so that it is easy to understand. So it can be seen from the average overall score of all aspects that have been assessed by material experts, which is 79.25%. Thus, based on expert assessment of the substance of the material on the feasibility of teaching materials developed by researchers shows that the project based online learning model is feasible to use.

## CONCLUSION

Based on the assessment and development carried out by researchers, it can be concluded that; 1) The process of the project based online learning model to improve the abilities and skills of actors in educational theater courses refers to the ADDIE model (Analysis, Design, Development, Implementation and Evaluation), but researchers do not carry out Implementation and Evaluation due to time constraints. Based on expert assessments, the design of project based online learning model development is in the feasible category; 2) The feasibility of the project based online learning model to improve the abilities and skills of actors in monologue actor material based on the assessment of media design experts obtained a value of 3.23 included in the feasible category (L) with a feasibility percentage of 77.25% and based on the expert assessment of the substance of the material obtained a value of 3.18 included in the feasible category (L) with a feasibility percentage of 79.25% with feasible criteria or can be used with revisions.

Based on the above conclusions, the researcher proposed the following suggestions; 1) For teachers, based on the results of this study, the use of the project based online learning model to improve acting skills and abilities can be used as an alternative model used in the learning process of theater arts; 2) For future researchers, they can develop a project based online learning model to improve the abilities and skills of actors with other basic competencies and can continue this research by implementing and evaluating project based online learning model products to improve the abilities and skills of actors in the learning process.

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