

PROBING INTO THE DIGITAL PERFORMING ARTS PROGRAM : A NEEDS ANALYSIS

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ABSTRACT

This study dealt with Digital Performing Arts, henceforth called DPA, a relatively new program affiliated with The Faculty of Language and Arts. Being a part of the faculty, DPA includes English language skills, such as Speaking, Listening, Reading and Writing courses in their curriculum to equip the students with the abilities to communicate in English. It is expected that during the course of their study at DPA, students do not only learn to use English, but also produce qualified, prestigious performing art works in English, probably even their masterpieces to be introduced world widely. Bearing this in mind, the present researcher conducted this study which aimed at revealing the opinions of the students about the DPA program. Hence, the research problems can be formulated as follows. Firstly, what are the students views on the concept and goals of DPA program? Secondly, what are the students' views on the subjects offered in DPA curriculum? And lastly, what are the students' suggestions for the improvement of DPA program? The respondents of this study were 23 active DPA students from 2020 to 2024 batches and 2 alumni. This study was designed to use the quantitative method and the instrument was questionnaire. The results of the questionnaire were analyzed using SPSS 25 and some were calculated on a percentage basis. The research findings indicate that the majority of the students are satisfied with the concept and goals of DPA program even though they suggest that some irrelevant subjects in DPA curriculum need revising.

Keywords: Needs Analysis, Opinions, Curriculum, DPA

INTRODUCTION

Regarded as an innovative program in addition to the Linguistics and Literature stream at the Faculty of Language and Arts, DPA was set up in 2018 with the focus on the teaching of Performance and Arts combined with the utilization of digital tools. It is expected that the graduates of this program will be able to actualize their artistic talents and relate them to their future professions and careers.

Being a new program, it is essential to reveal whether or not the students have favourable views on the existing curriculum of DPA as a whole and its components, such as the courses offered, the facilities provided, the skills taught, the teaching methods used , etcetera. Furthermore a needs analysis is also worth conducting in connection with the students' expectations, desires and wants while joining the program. Their views, impression and suggestions will definitely contribute to the improvement of the overall program. Those are some of the underlying reasons for conducting this study.

METHODOLOGY

As stated previously this study made use of Quantitative method and the instrument was questionnaire. There were 2 types of question, namely open and closed ended. There were four options in the open - ended questions arranged based on Likert Scale. The results of the data obtained from the closed ended questions were analyzed using SPSS 25 while those of the open ended were calculated on a percentage basis. There were 25 respondents altogether consisting of 23 active DPA students from 2020-2024 batches and 2 alumni.

DISCUSSION

Students' views on the concepts of DPA program

Answer Keys :

4 : Very Relevant

3 : Relevant

2 : Not Relevant

1 : Not Relevant at All

The following are the Concepts of DPA Program

1. Digital Performing Arts or DPA is a blend of Performing Arts and Media Arts covering music, dances and theatre. Media Arts consist of installation arts, film, digital media. DPA offers music, dances, theatre, and even video arts which are presented digitally or using 3D graphic computer components..

2. DPA at Soegijapranata Catholic University focuses on the integration of knowledge, English language skills and digital performing arts especially montage, music videos, art videos and artistic short films.

Table 1

Students' views on the concepts of DPA program					
	N	Minimum	Maximum	Mean	Std. Deviation
Digital Performing Arts is a blend of performing arts and digital media.	25	2,00	4,00	3,6000	,57735
DPA focuses on the integration of knowledge, English language skills and digital performing arts.	25	2,00	4,00	3,4800	,58595
Valid N (listwise)	25				

From the above table, it can be seen that the majority of the students considered the first concept of DPA program very relevant as reflected by the Mean score 3,60. The standard Deviation 0.57 shows a narrow spread of answers. The second concept was also regarded very relevant as shown by the Mean score 3.48. Again, the Standard Deviation 0.58 indicates a narrow spread of answers. Overall, it can be concluded that the students have favourable perception on DPA program concepts.

Students' opinions on the importance of DPA program goals

Answer Keys :

4 : Very Important

3 : Important

2 : Not Important

1 : Not Important at All

The following are the goals of DPA Program

1. English has become a necessity in this competitive global era both in job seeking as well as job provision.
2. In the present digital era there are many forms and opportunities which make use of the ability in dealing with social media and digital networking.
3. Artistic, creative video contents are not sufficient. They have to be well publicized which means that they have to be meaningful, understandable as well as communicative. DPA program is meant to bridge this gap.

Table 2

Students' opinions on the importance of DPA program goals

	N	Minimum	Maximum	Mean	Std. Deviation
English has become a necessity in job seeking and provision.	25	2,00	4,00	3,3600	,75719
There are many forms and opportunities to deal with social media and digital networking nowadays.	25	3,00	4,00	3,6400	,48990
Able to publicize their art works successfully.	25	2,00	4,00	3,4400	,65064

The data above indicate that most of the students thought the first goal of DPA important as shown by the Mean score 3.36. They also considered the second goal very important as can be seen from the Mean score 3.64. Finally, they also regarded the last goal important as reflected by the Mean score 3.44. The Standard Deviation scores of the three components are all below 1.00 which means a narrow spread of answers.

Students' views on goals of learning at DPA program

Answer Keys :

- 4 : Very Important
- 3 : Important
- 2 : Not Important
- 1 : Not Important at All

In DPA program, students learn the subjects for the following goals:

1. To compose their own music.
2. To write short movie scenarios.
3. To produce digital performing arts in the forms of montage, music videos, art videos, artistic short films and concepts up to their final tasks.
4. To curate digital performing art works

Table 3

Students' views on goals of learning at DPA program

	N	Minimum	Maximum	Mean	Std. Deviation
To compose their own music.	25	1,00	4,00	2,7600	1,01160

To write short movie scenarios.	25	1,00	4,00	3,2400	,83066
To produce digital performing arts.	25	1,00	4,00	3,2000	,86603
To curate digital performing art works.	25	1,00	4,00	3,3200	,80208
Valid N (listwise)	25				

From the above table, it can be seen that students did not regard the first goal important as indicated by the Mean score 2.76. However, the Standard Deviation score 1.01 means that there is quite a large spread of answers. Regarding Goals 2, 3 and 4, the majority of students considered them important as can be seen from the Mean scores 3.24, 3.24, and 3.32 respectively. The Standard Deviations for the three components are below 1 and this means there are narrow spreads of answers for the three goals above. They are as follows 0.83, 0.86 and 0.80.

Students' opinions on the ability to speak English for DPA students

Answer Keys :

4 : Very Important

3 : Important

2 : Not Important

1 : Not Important at All

In DPA program, students are expected to learn English with the following goals:

1. To be able to speak English well.
2. To have sufficient skills and knowledge of digital performing arts.
3. To be able to produce works on montage, music videos, art videos, and artistic short films.

Table 4

Students' opinions on the ability to speak English for DPA students					
	N	Minimum	Maximum	Mean	Std. Deviation
To be able to speak English well.	25	2,00	4,00	3,4400	,76811
To have sufficient skills and knowledge of digital performing arts.	25	2,00	4,00	3,0400	,78951
To be able to produce works on montage, music videos, art videos, and artistic short films.	25	2,00	4,00	3,1600	,85049
Valid N (listwise)	25				

When asked about the importance of the first goal, the majority of the students considered it important as shown by the Mean score 3.44 while their responses for the second and the third goals were also positive as reflected by the Mean scores 3.04 and 3.16. The Standard Deviation Scores for the three goals are all below 1.00. They are 0.76, 0.78 and 0.85 subsequently.

The rank of importance of Language Skill Subjects according to DPA students

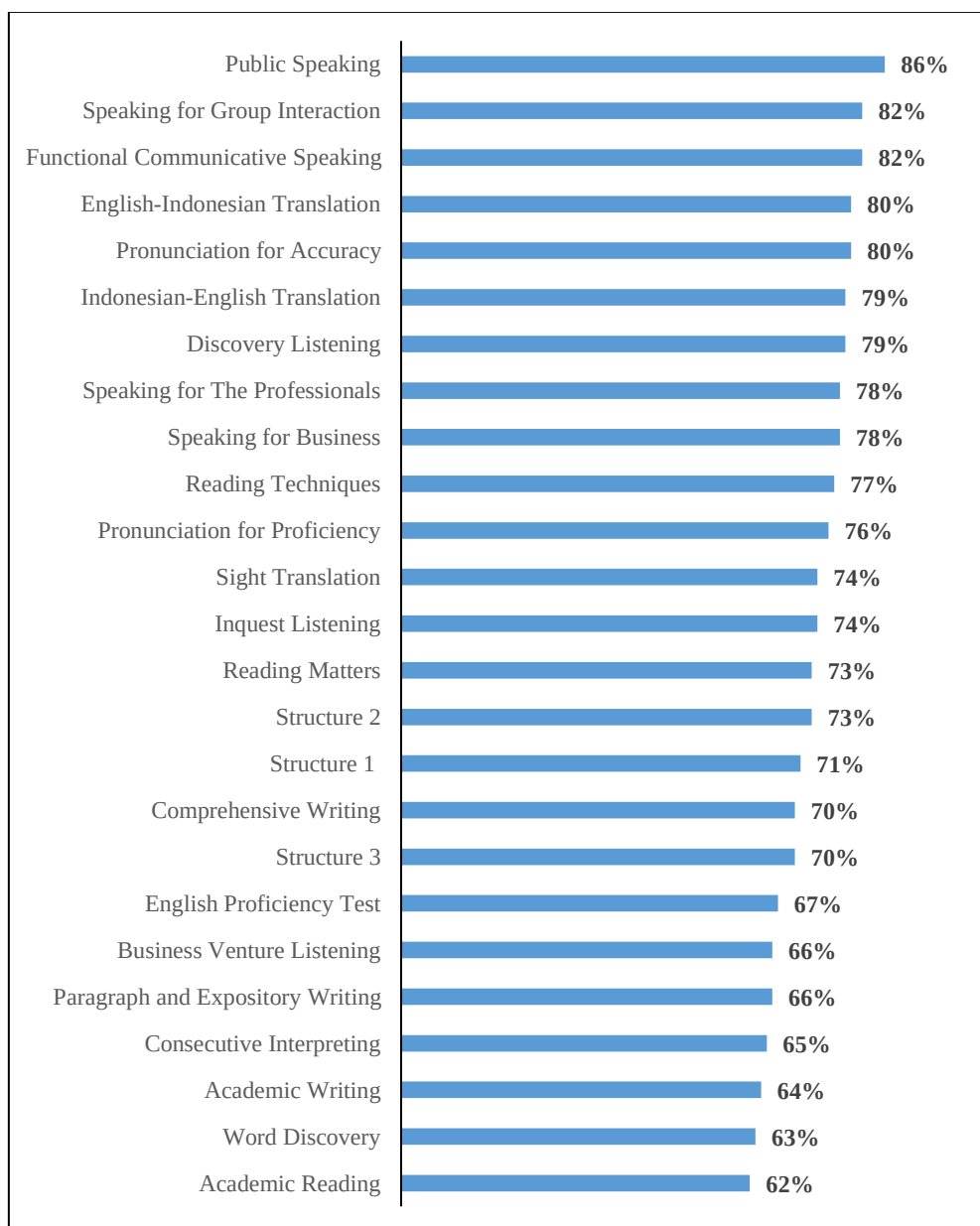


Figure 1. The rank of importance of Language Skill Subjects according to DPA students

There are 25 language skill subjects altogether and the students' opinions on their degrees of importance can be seen above. The responses have been ranked following the highest percentage score up until the lowest. The highest score 82% is occupied by 2 Speaking classes. They are Speaking for Group Interaction and Functional Communicative Speaking. The next subjects are English- Indonesian Translation and Pronunciation for Accuracy which both earn 80%. They are followed by Indonesian – English Translation and Listening Discovery. Each gains 79%. Two other Speaking

classes, Speaking for the Professionals and Speaking for Business earn 78%. Reading Techniques gets 77% while Pronunciation for Proficiency gets 76%. Both Sight Translation and Inquest Listening obtain 74% followed by Reading Matters and Structure 2 with 73%. Structure 1 comes next with 71% followed by Comprehensive Writing and Structure 3 which obtain 70% each. English proficiency Test earns 67% while Business Venture Listening and Paragraph and Expository Writing reach 66% each. The last four Skill Subjects are Consecutive Intrepreting, Academic Writing, Word Discovery and Academic Reading which respectively earn 65%, 64%, 63% and 62%. From the overall results, it can be concluded that Language Skill Subjects were still regarded important as the lowest percentage is still above 60%.

The rank of importance of Vocational Subjects according to DPA students

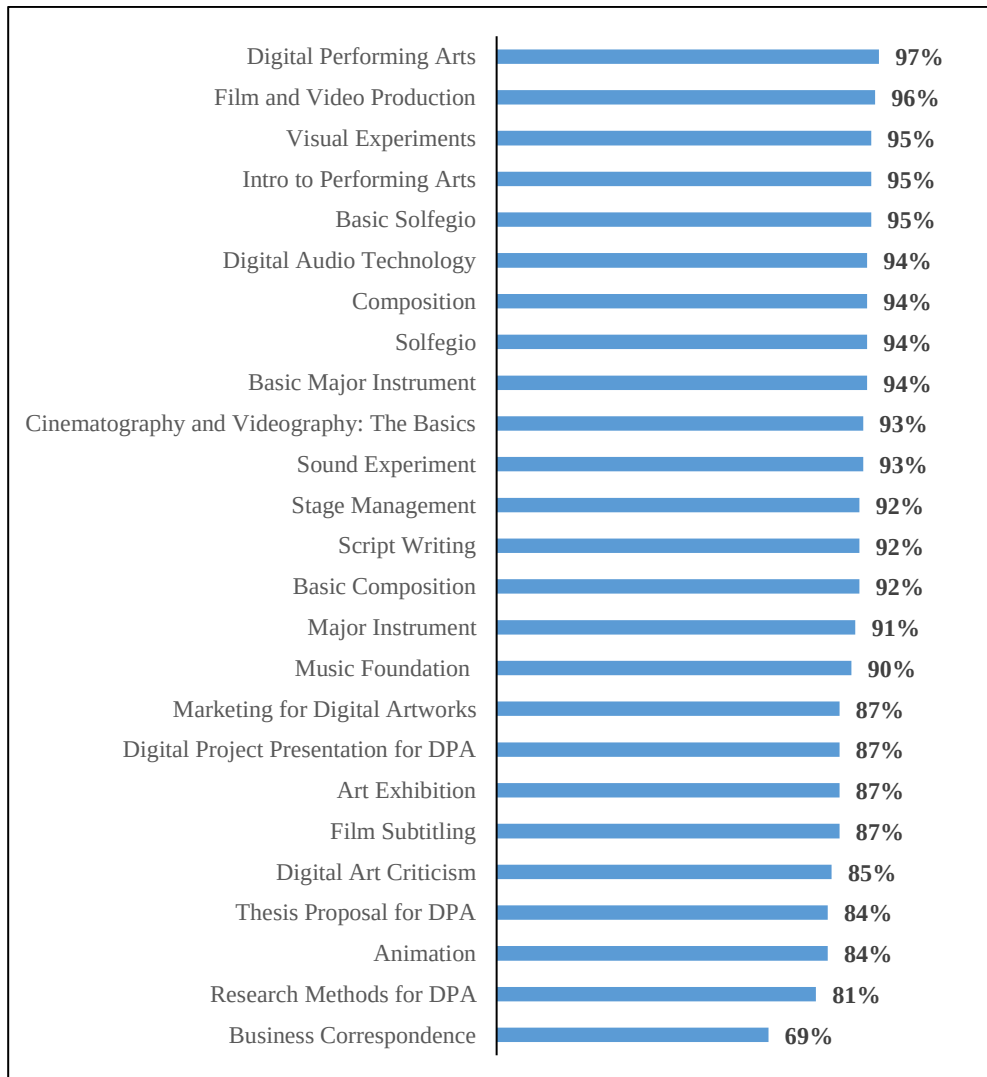


Figure 2. The rank of importance of Vocational Subjects

There are 25 Vocational Subjects altogether. From the above figure, it can be seen that the most important subject is Digital Performing Arts which occupies 97% followed by Film and Video Production, 96% and then Visual Experiments, Intro to Performing Arts and Basic Solfegio which earn 95% each. The next four subjects which have the same percentage score, 94% are Digital Audio Technology, Composition, Solfegio and Basic Major Instrument. Cinematography and Videography, and Sound experiment come next with 93%. Then come Stage Management, Script Writing and Basic Composition at 92%. Major Instrument and Music Foundation gain 91% and 90% respectively. Four subjects which earn the same percentage score 87% are Marketing for Digital Artworks, Digital Project Presentation for DPA, Art Exhibition and Film Subtitling. While Digital Art Criticism gains 85%, Thesis Proposal for DPA and Animation earn 84% each, Research Methods for DPA 81% and lastly Business Correspondence gets the lowest 69%. Simillar to Language Skill Subjects, Vocational Subjects were also considered important as the lowest percentage score is nearly 70% this means that Vocational Subjects play significant roles in the curriculum.

Students' perception on Personality Development Subjects

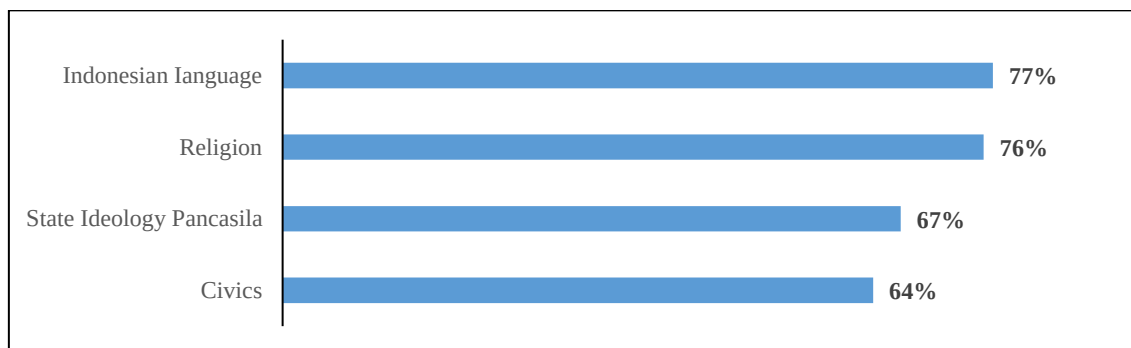


Figure 3. The rank of importance of Personality Development Subjects

The above figure shows that there are only 4 Personality Development Subjects. They are Indonesian Language, Religion, State Ideology Pancasila and Civics. Their percentage scores are consecutively 77%, 76%, 67%, and 64%. This indicates that Personality Development Subjects are fairly important for the students to learn.

Students' perception on Field Work

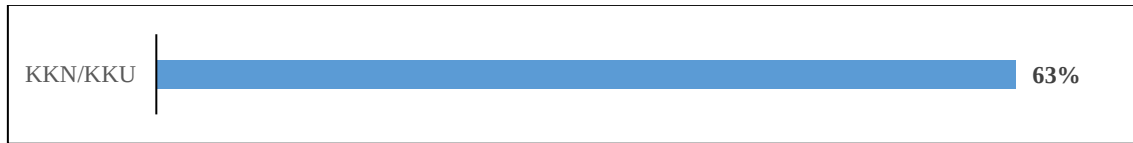


Figure 4. Students' opinions on Field Work

Interestingly, the students considered Field Work only “a fairly important component” in the curriculum as shown by the percentage score 63%.

Students' opinions on Internship and Performances

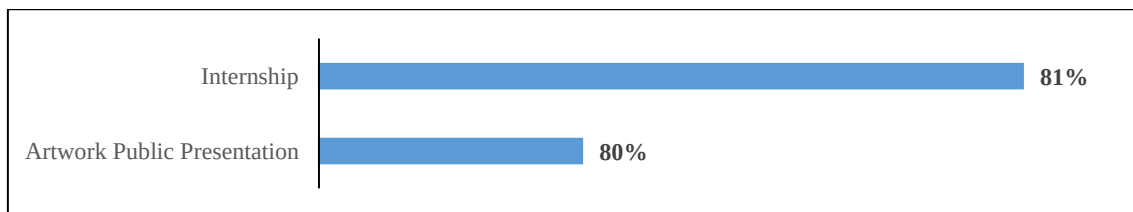


Figure 5. Students' opinions on Internship and Performances

There are only two subjects in this part and both involve practices in the field the students are learning. Both Internship and Performances earn 81% and 80% respectively. These scores indicate that students consider them very significant.

Students' overall opinions on DPA program

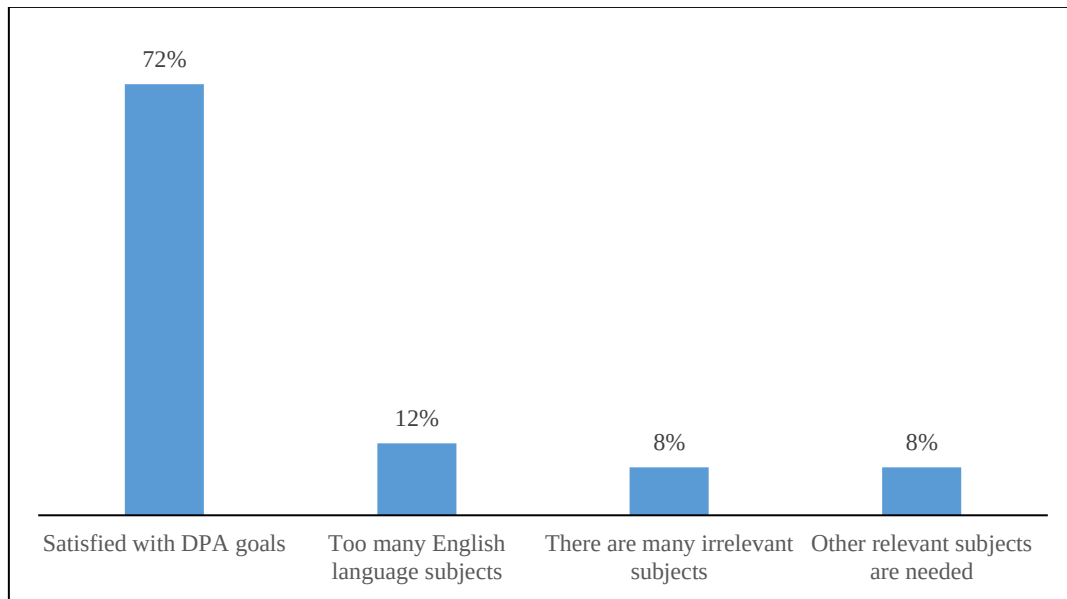


Figure 6. Students' overall opinions on DPA program

From the above figure, it can be concluded that 72% of the students are satisfied with DPA goals. However, 12% considered that there are still too many English subjects. 8% regarded the subjects irrelevant while another 8% suggested that there should be other relevant subjects added in the curriculum.

DPA subjects' degree of relevance according to the students

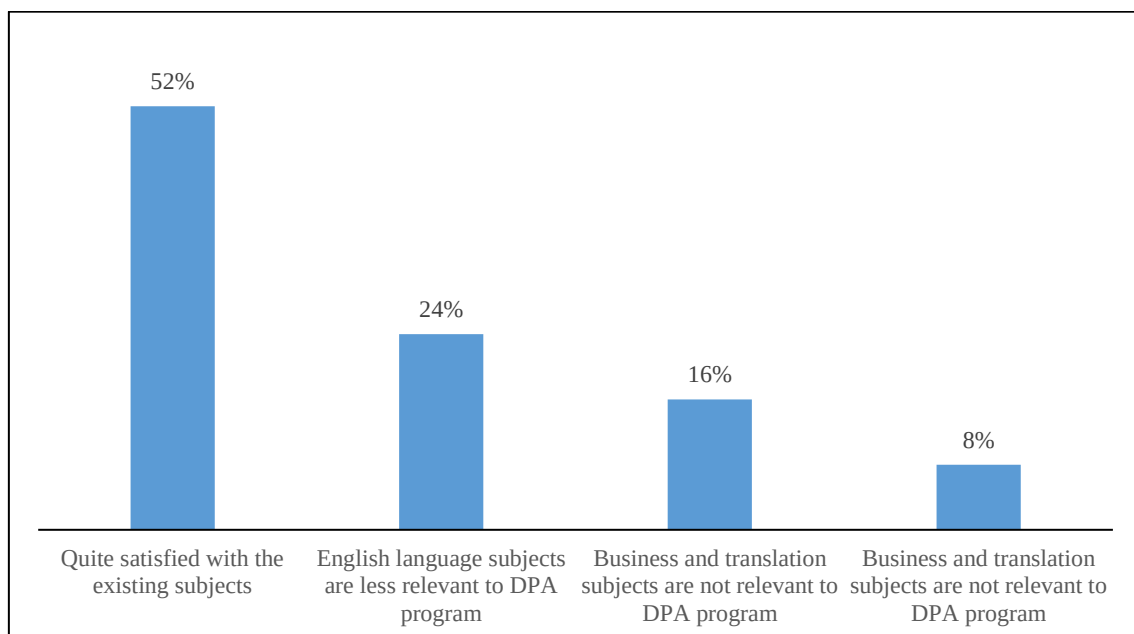


Figure 7. DPA subjects' degree of relevance according to the students

The above figure reveals the students' perception on DPA subjects' degree of relevance. 52% of them are quite happy with the existing subjects. 24% considered the English subjects were not relevant. In addition, Business and Translation courses are not relevant while 8% stated that there are still some other irrelevant subjects which require changes.

Students' expectation of DPA subjects' revision

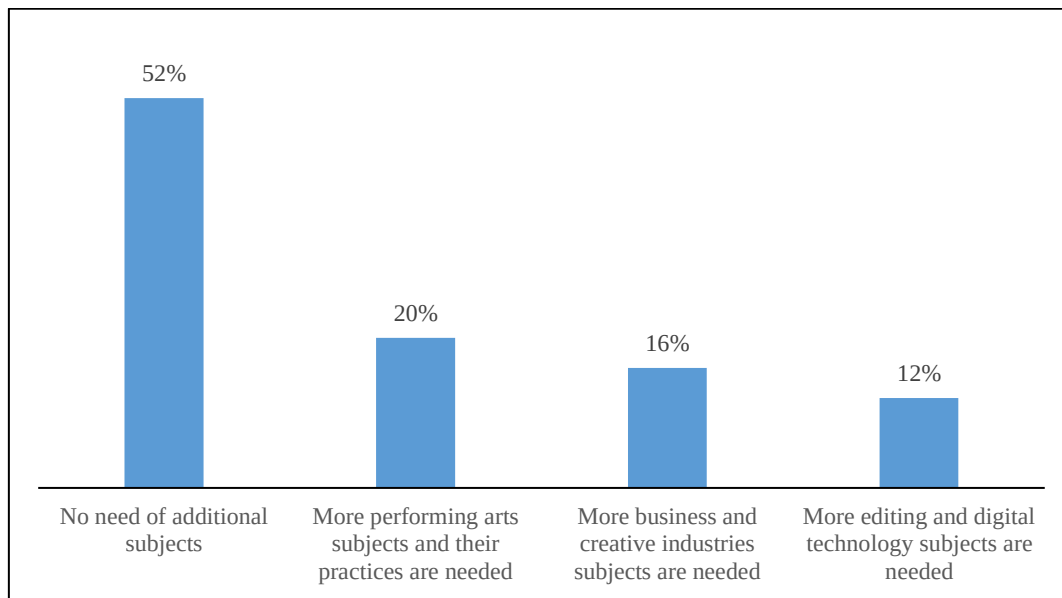


Figure 8. Students' expectation of DPA subjects' revision

52% of the students stated that there is no need of subject revision or addition in the curriculum while 20% wanted to have more Performing Arts courses and their practices. 16% proposed to have more Business and Creative Industry courses while 12% suggested extra Editing and Digital Technology Courses.

DPA program’s facilities, according to the students

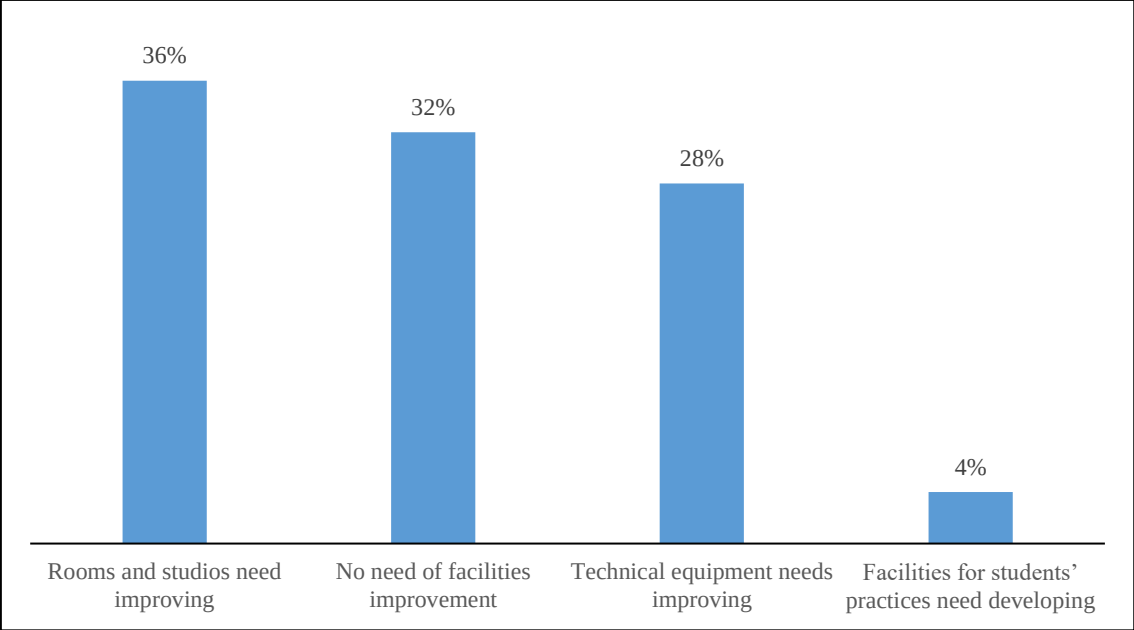


Figure 9. DPA program’s facilities, according to the students

When asked about the facilities provided by DPA program, students came up with the following responses. 36% considered that rooms and studio need improving. On the other hand, 32% did not feel the need for improvement. 28% regarded that technical instruments require development while 4% suggested more practices on the related fields.

C.14 Suggestions for DPA program

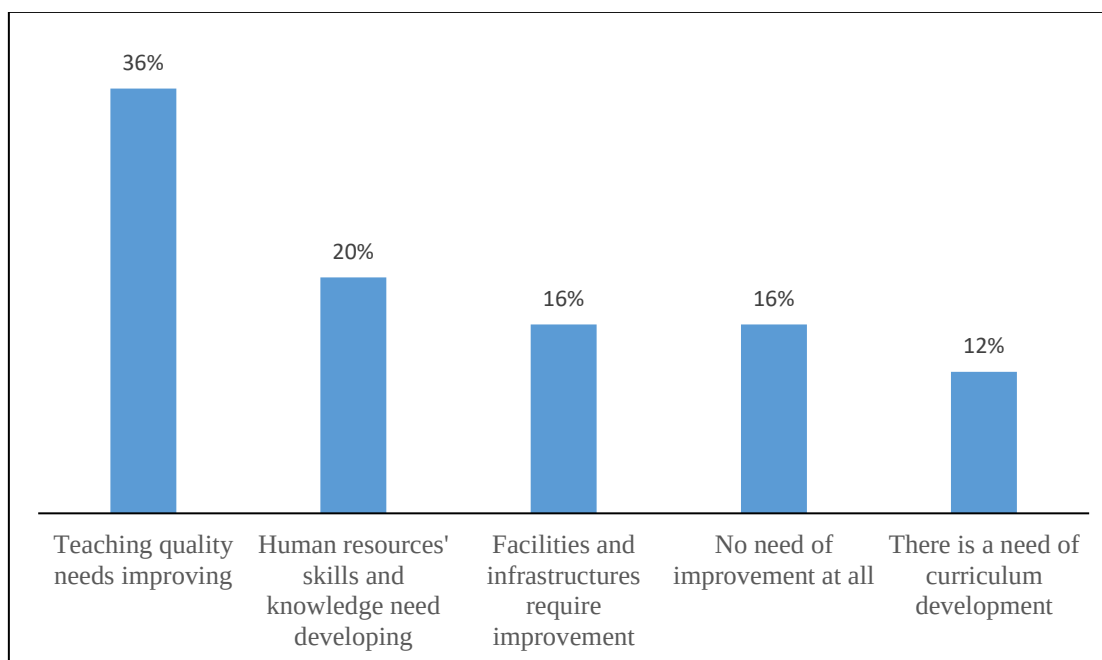


Figure 10. Suggestions for DPA program

Overall, there are 5 significant suggestions made by the students for the improvement of DPA Program. First, there should be development of teaching quality (36%). There should also be development of the human resources in this case the lecturers (20%). 16% suggested the improvement of facilities and infrastructure while 12% proposed the development of curriculum. Nevertheless, 16% considered that there is no need of revision or whatsoever as they are happy with the present condition.

CONCLUSION

Based on the previous findings, it can be concluded that basically the majority of the students agree with the concept and goals of DPA program as they are considered relevant and important for them. However, the curriculum of the program still needs revising particularly related to the offer of several subjects that focus more on the development of English language skills rather than the skills that are badly needed for digital performing arts. According to them, quite a few subjects are not in line with the goals of the program and if they have to study them, they will not get enough opportunities in developing their artistic skills and other things related to performing arts which are their choice of major.

As the students were not only asked about their opinions on DPA curriculum, but also their suggestions for its improvement, several components, such as teaching quality, teachers' skills and capabilities, facilities, infrastructure and last but not least revision of curriculum require serious attention and concrete planning and actions.

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