



Active Learning on Students 'Interpersonal Skills Impact: An Online Theatre Approach

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ARTICLE INFO

Article history:

Received 23 June 2023

Received in revised form 1 November 2023

Accepted 23 February 2024

Available online 26 March 2024

Keywords:

Theatre play; Interpersonal skills; Active learning; Art education

ABSTRACT

This study aims to examine the improvement of interpersonal skills through the application of active learning in the teaching and learning of art education. The approach used is the theatre-play approach. Theatre games are used as a fresh and appropriate approach to learning art education subjects through various types of games applied with multiple theatre techniques, including improvisation, role-playing, physical exercise, and voice acting. The issue of art education is a theoretical and practical one that requires high focus during learning. Therefore, theatre games are applied to encourage active learning and prevent students from getting bored when education is conducted online. Students play, act, improvise, and sing while learning. This qualitative study used observation and interview methods to involve eight Form 5 students at the Malaysian Art School. The study applies social learning theory and constructivist learning theory. The data was thematically analysed using Nvivo software. Findings found that active learning takes place through the application of a theatre game approach and highlights students' interpersonal skills. Two-way communication occurs in every activity because the activity is carried out in groups. Studies on the learning of art subjects that apply this active learning through theatre games are believed to promote confidence and stimulate students to improve their interpersonal skills without realising it.

1. Introduction

The Malaysia Education Blueprint 2015-2025 emphasises the use of information technology and the transformation of teaching and learning delivery in the Ninth leap. For example, online learning in global change corresponds with Education 4.0, which highlights 21st-century learning [19].

In reality, the spread of the COVID-19 epidemic compelled a change in the teaching and learning delivery, subsequently altering the landscape of the education system. The teaching and learning implementation platform has changed from face-to-face learning with conventional methods to online learning using technology-based PAK21 initiatives. Haron *et al.*, [11] maintained that online

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<https://doi.org/10.37934/araset.42.1.226238>

teaching and learning is a medium that provides innovation to the form of teaching and is different from the norm. Students and teachers had the obligation to adapt to it. However, it was discovered how interaction in online learning was able to decrease transactional distance and thus provide a more effective educational experience for the learner [39]. In the current situation where, online learning has become a norm, the setback of passive learning becomes apparent. The issues raised were internet stability, the usability of teaching devices such as computers, phones, tablets, student learning space, parental support and school leadership concerns [4]. It is supported by Siti Norbaizura and Norfadilla, who state that teachers face inadequate technological devices compounded with unstable internet accessibility. Other challenges that threaten the credibility of teachers include ASTRO, NETFLIX, video games and the like, which are more fascinating to school children than teachers' teaching [5]. Some teachers only use the WhatsApp Application or Telegram Application to communicate with students. While it may incur less cost given the minimal usage of internet data, more is needed to achieve the success of active online learning.

The participation of students in each learning activity is essential in each learning session, even if the learning is conducted online. Educators should emphasise students' involvement to encourage self-development, increase motivation and self-confidence, and build interpersonal skills [9]. Khalif and Hariza [42] found that positive interpersonal communication skills would improve teaching and learning delivery effectiveness. An appropriate approach is crucial to create communication interaction to ensure learning is actively practised.

There are three main classifications in interpersonal interaction: purposeful interpersonal, instructional interaction, purposeful social interaction, and supportive interaction [39]. Interaction in communication is believed to be crucial in creating active learning in the classroom to create interpersonal skills for students in the school. Hence, social constructivist [37] based online course designs have been emphasised to promote more significant interpersonal interaction. Therefore, active learning and creative teachers in teaching need to be strengthened [1] to build effective interaction [7]. Interaction in learning will promote active learning and provide new experiences for students to learn in the classroom. Halim and Siti Muhibah [1] argued that a dynamic approach can optimise the potential and motivation of students and learning while giving them the freedom to think critically and creatively. Even so, according to a researcher, students' self-esteem is said to be the most significant factor in the effectiveness of online learning.

Theatre is conceived as an art form that can be an educational tool [24]. It can be applied based on the learning needs through various techniques such as improvisation, role play, body language and voice casting. The bearing of communication through the use of theatre in education can be viewed from its active learning approach, given that theatre has a variety of non-rigid theatrical game-processing techniques. Various types of toys can also be used for role-playing activities and debates, and puppet toys can be adapted to suit the needs of the learning content. Students must use skills to construct ideas, psychomotor and effectiveness through improvisation. Improvisation is a technique whose content is not planned by teachers during the theatre [37]. Improvisation in theatre games has been used in teacher education to increase student-teacher social interaction skills and interpersonal confidence. Interpersonal confidence implies the belief in one's capability to interact effectively in social situations. The high impact on communication during learning provides new understanding, encourages interaction, and augments interpersonal skills [14], apart from teaching different disciplines in different contexts [23]. When applied in teaching and learning, particularly in online settings, improvisation stimulates active learning, improving students' academic performance and encouraging changes in students' attitudes and interests in a subject [1]. Furthermore, practising interpersonal communication skills helps spur students' sensitivity to their surroundings [40].

The use of constructivist learning theory is suitable to underscore the importance of this study, given that it provides an explanation that gives students the freedom to build their knowledge or concepts actively based on existing experience and expertise. Constructivist theory is based on several learning theories, such as social cognitive theory and cognitive development theory, because students as individuals adapt and improve their knowledge of Piaget (1971). Art Education subjects contain the process of acquiring knowledge in each session involving the application of theory, demonstration, and production of works and end with the process of art criticism or appreciation [21]. Therefore, the construction of knowledge related to theory in art Education is essential because, through the work, students can explain the ideas learned, such as design elements, design principles, media, techniques, processes, style and understanding of the subject of creation. This is supported by Koutsoukos and Fragoulis [12], who state that several academics and scholars, such as Gardner, Eisner, Perkins, and Kokkos, have occasionally expressed the view that education through the employment of artwork contributes to the learning process. It also helps students develop various skills, including critical thinking, cognitive development, creativity, discovery of new knowledge and expression of emotions. Therefore, the work assesses students' understanding of learning during teaching and learning of Art Education subjects.

Regardless of the various learning platforms, whether online or face-to-face, educators assume an essential role in planning creative and innovative learning activities and learning aids to shape students' thinking more effectively [34]. David Onen [23] maintained that teachers should learn to construct a social environment where active learning can occur. Students can adapt to their environment quickly and gain new knowledge when education is actively carried out. The knowledge acquired by the student will be easily applied in his daily life. This is consistent with Qian and Clark, who claimed that game-based learning needs to be practised in the course of learning as it provides an environment for students to practice interpersonal skills through PAK21 [34]. It further stated that theatre play activities could test students' interpersonal skills by accessing various information and knowledge, apart from encouraging active learning [29]. Agnes Papadopoulou states that communication provides the function of being informative, expressive or motivational. Therefore, when students may be prone to experiencing mental and emotional burnout through online learning, active learning becomes necessary to motivate students to achieve optimum learning experiences.

Studies have recognised that play activities play a role in improving students' interpersonal skills. However, thus far, no studies involving theatrical play have been used as an active learning approach, specifically to improve interpersonal skills. Zahuri and Sayuti [17] also stated that research on theatrical games in art is scarce, providing justification to be conducted further. While theatre games encourage active learning, a critical issue is whether they can and should be implemented effectively online, specifically for art education subjects. This requires further research and should be conducted to see the impact of interpersonal skills development through the use of theatre games in online Arts Education subjects. With the outcome of this study, it is hoped that teachers intensify the use of the theatrical game approach in online education to see how active learning can improve students' interpersonal.

2. Methodology

Researchers conducted online learning sessions on 13 Form 5 students from Sekolah Seni Malaysia. The topic of study was mixed media painting. There were only 13 students that had registered for the Arts Education subject, hence, the number for the study. The mixed media painting session lasted for 2 hours for three sessions. In this study, a qualitative approach is applied involving unstructured observation using participatory observation methods that are descriptive and

unstructured interviews. The detailed and in-depth information needed from the survey necessitates qualitative research. Creswell stated that qualitative is an inquisitive process to grasp societal problems, which is done based on a wide-ranging and complex picture, carried out by eliciting respondents' in-depth perspectives in a natural setting [28]. Data collection was organised, involving induction and closing sessions.

Figure 1 displays the application of Constructivism Learning Theory to which this study is grounded. Based on this theory, where teachers and students are involved, ideas are fabricated through the teaching and learning of Arts Education subjects using a theatrical game method. Using the theatrical game as an active learning approach, the elements found in PAK21 were used to gauge students' level of improvement in their interpersonal skills. This theory's application observes how cognitive structures organise and construct knowledge based on students' experiences. On that basis, students will attempt to explore and deepen their knowledge. The study is divided into 3 phases: pre-study, mid, and post-phase.

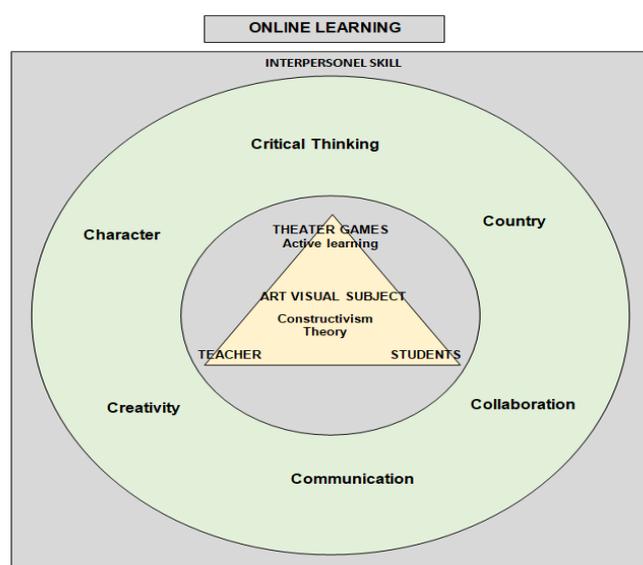


Fig. 1. Theoretical Framework of the Study

2.1 Pre- Study Phase

A pilot study was conducted by obtaining the prior knowledge of the sample to theatrical games. Information related to categories of theatre games suitable for the learning content of mixed media painting was also offered. Theatre-type requirements include features that involve suitability to be applied online, learning environment, and student needs. A theatre game module was developed to use teachers and students as a guide during the study. It is at this phase that Interview and observation instruments were constructed.

The Theatre Games module is divided into three content formats comprising of:

- i. Format A: Mixed Media Module
- ii. Format B: Game Theatre
- iii. Format C: Teaching and Learning Module.

As proposed, Improvisation techniques, role play, storytelling theatre, simulation theatre and reading theatre are among the activities offered in theatre games. The emphasis is given to several elements during the development of this module, including:

- i. The precision of the types and procedures of theatrical games used.
- ii. Learning outcomes to be accomplished.
- iii. Content presented by teachers and teaching and learning activities.
- iv. An appraisal method that measures the work of art produced by students.
- v. Examples of daily lesson plans for teaching and learning activities.

It is suggested that the construction of modules, daily lesson plans, preparation of teaching aids and complete instruments must be thoroughly compiled before the study is conducted.

2.2 Study Phase

At this phase, the study focused on the learning of mixed media paints online. Teachers build and use daily lesson plans with a theatrical play approach during the learning session. A suitable type of theatre game is selected for each activity based on the learning objectives that have been prepared, including the construction of understanding or assessment. The process of observational data collection occurs throughout the learning process. Unstructured observations as participatory observers are used in this study for researchers to experience the planned activities themselves and make these observations more valid and reliable. Through this method, unanticipated information can be observed from the beginning. Nevertheless, these activities were also recorded for review to avoid any ambiguous information from observations during the field study [36]. Semi-structured interviews were also used to collect data on two teachers. In words and interviews, the study focused on seven important themes in interpersonal skills: communication skills, listening, motivating, reflecting, problem solving and responsibility. Through observation, researchers can observe a subject's behaviour based on the variables that have been identified. The researcher's role is to follow behavioural changes, listening and watching the subject's behaviour.

2.3 Post -Study Phase (Data Analysis)

Data were analysed using NVivo software thematically. Data verification is elaborated through narratives or narratives in field study notes. Data triangulation was used to verify the analytical data to reach the study's conclusions. The documentation process of all research processes is accurately specified.

3. Findings

The findings found that theatre games generate active learning in the classroom through systematically arranged activities involving six types of theatre games. All students have a background of involvement either in theatre, dance or music activities. Before the class began, students were given modules as an initial exposure to theatrical play settings. Students start learning at home by browsing Google Meet software. Customarily, the position of the student's body can only be seen at the height level from the chest to the head as the learning takes place. Interestingly, when students are given theatrical play assignments, they will try to adapt by taking positions so that the student's body can be fully seen. Active and constructive processes occur in the classroom environment as schematic adjustment in the form of accommodation occurs.

3.1 Problem-Solving Skills

Findings: (PT4) Puppet Games were applied during the perception session. Students use stocking puppets and dolls to relate to the learning content by conversing fluently, clearly and confidently with ideas actively released during the game.

Findings: (PT8) Let's Swap Role Games witnessed students sharing visual information projected on the screen by the teacher. During the theatrical play, students use dialogue improvisation methods to share opinions, experiences and knowledge about media, techniques and producing mixed media paintings. Students also share knowledge through instinctively thrown dialogues.

3.2 Communication Skills

Findings: Students demonstrated a cooperative attitude by helping other friends to answer questions that were considered inaccurate during the assessment activity, giving space for friends to talk, and sometimes students cautiously provoked peer reactions during the activity.

Findings: (PT4) Puppet Games saw students cooperate in providing information related to mixed media painting through dialogue (improvisation) while being answered by friends outside the acting box.

3.3 Listening Skills

Findings: Students listened intently to instructions given before, during and after theatre play activities. Students diligently listen to the information provided by the playmate during the game to re-respond to the dialogue thrown using improvisational methods. In addition, students happily responded well to each partner during the theatre game session.

Findings: (PT12) Vegaria Academy was applied for the appreciation session. The teacher had chosen two people as the jury (critique) and a councillor. The ceremony host introduced the candidates to the jurors. The jury appreciated the work while being listened to by other friends, and all the students diligently listened to the appreciation session as if watching an actual singing academy session on a television screen.

3.4 Responsible Skills

Finding 1: All games found that students could listen to the instructions given by the teacher and the moderator friend well before, during and after the theatre game activities.

Finding 2: Students also understand the needs of the character's wishes through reading the modules developed by the researchers.

3.5 Motivational Skills

Findings: (PT11) The Honeymoon Game sees the class as active and unmanageable, given that this game requires a man and woman to play the role of a couple, which could be sensitive in Malaysian culture. Students who play the character experience uneasiness when teased by friends who act as spectators. Learning content can be delivered but not smoothly due to embarrassment; therefore, communication could be more effective.

Findings (PT8): Let's Switch Role Game is about each player attempting to highlight their dominant characters to prove their respective competencies by giving opinions and reflecting on findings spontaneously.

3.6 Reflective Skills

Findings: (PT2) The Let's Travel game is about students using their imagination more by thinking and generating ideas. Students were asked to rest (relax) while closing their eyes. Students were asked to imagine how visual images, looks, textures, objects, etc., relate to the artwork that students wish to produce. Then, the students opened their eyes and talked about their imaginations. They talk about the elements of art, principles of art, media, techniques, processes and also the work style that wishes to be produced. Students restate their imaginations before being exposed to demonstrations. Through this activity, students carried out actions requested by the teacher to add ideas for creating mixed media paintings.

Findings: (PT12) Vegarian Academy involves students expressing opinions with each other professionally. One of the expressed opinions includes, "I disagree. The work was successfully produced but needs to be finished to make it look more attractive. "

As the theoretical game is being conducted, students apply an excellent level of discipline when they can value the space of the actor's partner through exchanges of dialogues. Students pay attention to the conversations thrown by peers before responding accordingly to the needs of the learning content. Active learning through the theatre game approach in Arts Educational subjects exposed students to the need to observe the appropriate social etiquette. Students were made to understand the value of individual space, respect for time, focus, use of proper intonation, and level of patience, particularly when students are confronted with challenges from online learning.

Active learning using the theatrical play approach has been found to impact the development of students' interpersonal skills positively. The outcome was observed from students' responses when learning sessions of arts education subjects were conducted. Students construct ideas and thoughts in their pursuit to improvise learning. The characteristics of active learning observed from the theatrical approach led to the construction of essential elements in interpersonal skills, namely the skills of communication, listening, motivation, reflection, problem-solving and responsibility. Constructivist Learning theory is used when students are provided with initial knowledge and further nurtured with knowledge and stimuli in the classroom. Students build and incorporate existing knowledge and translate it through a theatrical approach to Arts Education.

4. Discussion

The study found active learning using theatre games can enhance students' interpersonal skills in Arts Education. Among the interpersonal skills observed are communicating, listening, motivating, reflecting, problem-solving and being responsible, which involves competent social interaction skills among students. In the theatre game setting, the teacher plays an important role as a facilitator in creating an active classroom to promote an active learning atmosphere. It was reiterated by Ministry of Education [16] on how student's express thoughts, ideas and information confidently and creatively through oral and writing, capitalising on various media and technologies. The method and media used to support the ability of students to express cognitive, psychomotor and affective translation while teaching and learning session is being conducted. Based on social learning theory, the critical element of learning takes place through observation and imitation. Students must undergo this socialisation process to make the needed social adjustments based on their

environment [14]. During teaching and learning sessions, a student's behaviour can be observed through what is seen, heard, known and felt by them. Everything that happens in the session is a process affecting the cognitive, psychomotor and affective construction of students involved in the participation in the classroom, such as the use of improvisational methods during theatrical play. Through the learning theory of constructivism, the learning experience from the theatre games approach fosters students to construct new knowledge that blends with old experience (assimilation), in which students' interpersonal skills are formed. Students are capable of giving positive interactions, which in turn improves students' interpersonal skills. The changes can be observed in students' displays of confidence and appealing personalities as the students communicate.

Communication is an unremitting process. Active classes depend on the kind of communication that takes place during learning. These theatre games are easy to apply in the classroom because teachers and students possess theatrical skills and are equipped with modules as references. Students were initially taught the procedures or techniques for playing theatrical games. The selection of the type of theatre game for teaching and learning Arts Education is a factor that influences the level of active learning and improves students' interpersonal skills. Students can also improvise knowledge and experience related to learning procedures and content. It is maintained by Suparlan [34], who stated that teachers play a significant role in allowing students to build their knowledge. Teachers provide types and discussion topics, and students generate knowledge for activities. The application of constructivist learning theory is seen when teachers allow students to build their understanding based on the stimuli received. Students construct ideas about learning topics through their experiences, making communication increasingly accessible. Thus, the students' confidence became more apparent with improved interpersonal skills. This process is seen as an interconnected cycle of benefits connecting one element with another to produce accurate research findings.

Furthermore, an essential factor in the success of using the theatre game approach is the support of teachers and peers. Since many of these activities involve collaborations between participants, the support demonstrated by teachers and peers helps foster students' confidence in carrying out the activities together. Exploring issues helps develop individuals' oral communication skills [23]. Teachers provide support by allowing students to increase self-confidence and allow a conducive platform to express opinions and solve problems throughout the learning sessions. This procedure promotes active learning, improving students' interpersonal skills. Part of the learning process requires students to communicate verbally and non-verbally through the style, voice and tone of presentation. During activities, students must reflect on and improvise speech, dialogue, content, style, and voice. Students also devise various small, unplanned activities such as asking questions to a friend, asking for opinions, asking for the teacher's help to get information, etc. Irwan *et al.*, [9] reiterated that student involvement is associated with supporting their environment, such as teachers and friends, to motivate students to participate in learning activities. This enthusiasm and support help build students' confidence in carrying out activities and improve interpersonal skills.

The success of the active learning approach through this theatre game is also because students successfully master the concept of learning even though the learning is conducted online. When prior knowledge is blended with ongoing learning, students can easily capture the idea of learning. Mehall, [39] claimed that faculty emphasise improving online learning quality without recognising the suitable strategies to encourage students to interact. Rafiza [25] stated that online learning positively impacts all aspects of students, such as reinforcement, achievement, motivation, interaction, self-confidence, and potential that can increase motivation and active involvement. The right combination of approaches can stimulate active learning. When students are confident in their

abilities, students are not ashamed or embarrassed to share information related to mixed media paint with other friends. The attitude of another friend who is supportive by not mocking when a friend makes a mistake is an acquired skill that promotes students' self-confidence. Students can remember the lessons taught because they follow the learning process of teaching directly and actively. Lessons were repeated to allow students to interact. Flexibility is given to students to exchange views based on the game applied in each session. The concept of learning is not compromised, given that the needs of the learning content of mixed media paints were generated based on their respective understanding. It is in line with the findings of Onen [23], who stated that this method enables students to express their opinions on an issue from two perspectives. Students are not hassled with the need to learn using conventional methods. On the other hand, students become active, can express opinions, and have fun while observing the social etiquette in whichever platform, including online learning.

The improvisational techniques necessitated in theatrical games conducted in teaching and learning session promotes problem-solving skills among the students. Despite the online learning mode, the theatrical games drive the students to participate most actively and rationally, leading to what this study considers active learning. This finding is consistent with constructivist learning theory that accentuates the teaching proficiency that encourages students to extract ideas and guide students in decision-making. The characteristics of students' interpersonal skills unfold as they actively participate in the learning session. Given that physical, psychological and neurological aspects influence the listening process, the listening activity generates thoughts and ideas churned from the applied improvisation techniques. As the learning progresses, students become proficient in various skills, enhancing self-confidence. The connection between social, psychomotor, and cognitive skills is crucial to promote active learning. Students with good interpersonal skills, particularly leadership skills, will appreciate the value of empathy and a suitable learning approach. Interpersonal confidence is preferred, coined as a situationally specific feature that centres on social interaction rather than the general term of self-confidence [32]. These interaction types have been associated with essential student outcomes like perceived learning, satisfaction, and academic achievement [39].

Based on Jean Piaget's view on human cognitive development in constructivist learning theory, this study shows that students tend to be deluded, forgotten, silent, and misinformed in their attempt to improvise the learning contents, even though they have grasped the theatrical game concept. However, the teachers persisted in motivating and encouraging other students to help by continuing with the interaction of the content. The improvisation technique is unique as it has no right or wrong. Seppänen *et al.*, [32] maintained that improvisation is a process that promotes students' confidence in expressing their overall understanding of concepts through ideas, principles, and theories. Therefore, the unanticipated words or actions merely changed the scenes from the original script. Barrett [3] and Vera and Crossan [35] further support this by emphasising the often-used slogan "a mistake is a gift" by the advocates of improvisation, highlighting the unanticipated elements generated from the mistakes may also offer creative acts, transforming mistakes into "gifts". In other words, students' development of courage, confidence, and motivation in social skills must be apparent for the session to be considered active learning. As facilitators, teachers guide students according to the learning topics set by the syllabus. Therefore, educating students focuses on improving cognitive power and appreciating social values such as empathy and caring for others. This is supported by Nurul Nadirah Hafizhah [40], who stated that interpersonal skill proficiency enhances students' self-esteem, allowing them to better adapt to life challenges. Furthermore, interpersonal skills allow children to understand the feelings, motivations, habits and desires of others (Gardner) in Loy *et al.*, [14].

Active online learning involving multi-directional interaction highlights students' interpersonal skills, particularly when students can outshine in group-acted theatrical plays. This is because the students could get acquainted with each other, leading to a comfortable learning atmosphere. Students are more poised when communicating, especially when they feel comfortable with their peers. This is supported by Seppänen *et al.*, [32], denoting that self-confidence leads to skilful behaviour. Empathy is observed when students allow their friends to participate in conversation, exchange opinions, and even observe the time given. Occasionally, mischievous students disrupt the class, causing disorderliness in the learning session. The mischief of these students was their attempt to enliven the session. However, the teacher will need to control the situation, given that these students were unaware that their acts had interfered with online learning. Albert Bandura and Lev Vygotsky claimed that people often learn in a social context [23]. Therefore, disruptions caused by the students can be managed when the teacher allows these students to participate in the theatre games. This is done by providing space and words of encouragement. By doing so, the teacher can take control of the situation as he or she can understand the character of each student, improvising the situation as and when any disruption during learning occurs.

Theatre games can generate active learning that necessitates teachers to have a thorough preparation before applying it in the classroom, especially online classes. Therefore, careful consideration must be given regarding the game types, techniques, and materials. Furthermore, more time is needed for the preparation process when it is conducted online. Students must adjust their position, voice and gesture according to the screen size, which serves as a medium of long-distance communication between teachers and students. The game types must be wisely selected to enhance the active learning environment, particularly online learning. Mehall [39] stated that interaction has long been a prevalent research topic in online learning. Since the beginning of cyber education, many were still determining the capability of electronic forms of correspondence education, given the inadequate interaction between subjects and students. Therefore, teachers play a significant role in designing an active learning atmosphere in the classroom while enriching students' interpersonal skills.

Future research on theatre plays may focus on several areas of study, including:

- i. The effectiveness of theatre games in promoting active learning: This study may examine how they can help students learn actively and motivate them to participate in learning. This study will probably examine how theatre games can teach complex concepts in various subjects.
- ii. The long-term effects of theatre games on students' interpersonal skills: This study may examine how theatre games can help students develop interpersonal skills such as cooperation, self-confidence, courage, sensitivity, empathy, and fear. This study will likely look at how these skills can be transferred to students' personal and professional success in the long run.
- iii. Theatre games and student backgrounds: This study may examine the extent to which theatre games can be an effective tool to encourage students from different backgrounds to participate in art activities and develop an interest in art. This study will probably look at how theatre games can be adapted to meet the needs of students from different backgrounds.
- iv. Theatre games and students' art experience levels: This study may examine how much theatre games can help students from various levels of art experience develop their art skills. This study will probably look at how theatre games can be adapted to the student's level of artistic experience to ensure that they can participate in the activities comfortably and get the maximum benefit.

5. Conclusion

In this study, interpersonal skills were constructed through a theatrical game approach applied during the teaching and learning of Arts Education. The theatre game approach consists of various types of online theatre games to stimulate the elements of active learning involving communication, collaboration, creativity, character, and critical thinking consistent with 21st-century learning. This is a new approach that customises to the talents and interests of students in order to create an enjoyable and effective educational environment during online learning. The linkage between active learning and interpersonal skills is compelling as they are interrelated. The results of the use of theatre games affect the improvement of students' interpersonal skills when students respond to activities carried out through actions such as skill, empathy, adaptability, self-responsibility, peers and roles in the classroom to meet learning needs. Nevertheless, the success of interpersonal enhancement is not merely based on using theatre games as an active learning approach. Student's understanding of the concept of learning plays a part too. Students' self-confidence increases when they grasp the concept of learning and improve interpersonal skills. However, students with low self-esteem may not be able to achieve optimum potential in social interaction. Students' interpersonal skills also increase given that this approach is a non-rigid play and is not difficult to apply, especially in creating an active learning environment, designing effective communication, increasing confidence, helping students build responsible attitude, etc. A dearth of research has been conducted on the theatrical game approach to improve interpersonal skills. Preparing complete teaching tools and instruments is very important because it emphasises the need for careful planning and preparation to ensure the study's success. This study is hoped to be conducted on different target groups to obtain new findings. It is also recommended that this approach be practised in teacher education curricula to assist students in generating active and happy learning.

Acknowledgement

Appreciation to Sultan Idris Education University (UPSI), especially the Research Management and Innovation Center (RMIC), for the opportunity given to conduct this study under the Education-Based University Research Grant coded 2020-0052-107-01. High appreciation is also expressed to fellow researchers in helping build the instrument and collect data throughout the study.

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