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Developing of Android Application "Ku Pantomime" for Junior High School Students

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ABSTRACT

The main purpose of this study is the development of the Android application "Ku Pantomime" to strengthen knowledge and pantomime skills in junior high school students. Android application "Ku Pantomime" is an interactive learning feature for Mime's knowledge and skills. Development research with the Addie model approach consists of five stages of implementation. The research implementation stage reaches the product development stage. This research instrument is a guideline for interviews, expert validation instruments, questionnaires, and observation sheets. Data were analysed using the mixed method. This research successfully developed an interactive, effective, and practical "Ku Pantomime" Android application. The results of this study are the answers to the problem of scarcity of learning media pantomime and teacher competencies in the field of Pantomime. As well as answering online learning design challenges by providing online learning media innovations at home

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1. INTRODUCTION

Success in learning about and doing theatrical art has a wide range. The theater's reflective nature and consequential role in education go hand in hand (J. M. & B., 2021). To ensure that their students fully absorb this information, educators must work to create novel forms of instructional media. This has implications for the field of education since it is connected to technological advances and adjustments made during the epidemic (Covid 19), which affected nearly the whole planet. Traditional classrooms have given way to online classrooms, where students and teachers can interact in real-time but complete their work from their homes. The epidemic presented Theatre and Performance Studies with the chance to recognise the discipline's growing interest in "digital performativity," the idea that a

wide range of online activities, but not limited to encrypting, trading, and sharing content on social media platforms, constitutes performance (Timplalexi, 2020).

The benefits of Android apps are for both real-time and asynchronous distance learning. Scholars like Shahabadi, Hung, Lu, Zare, Fryer, and Bovee have categorised the many forms of distant education by studying its historical and theoretical context. The class as a whole should feel assured that the objectives will be covered. The current pandemic hinders the study and teaching of Pantomime and other theatrical subjects (Covid 19). Pantomimes are performances that rely solely on hand gestures and no spoken dialogue (McNeill, 2000). They may not be used as frequently as co-speech gestures, but their use can be convenient when speaking is difficult (for instance, in a bar where the music is very loud). The meaning of Pantomime is not determined by convention (McNeill, 2000). That is, the form and meaning of pantomime gestures do not meet any socially constituted group standard (in contrast to emblematic gestures, whose meaning is culturally defined, for instance, for 'the thumps up' emblem (Nispen, 2014).

When people think of a pantomime, they picture a performance where gestures and expressions take centre stage. The pantomime framework prioritises communicating with the audience through gestures that are universally recognised semiotically (Haerudin & Helmanto, 2019). To grasp a cup, for instance, you would make a claw with your right index and thumb and your left palm would look up under your right hand (Nispen, 2014). "Ku Pantomim" is an android app that demonstrates traditional Indonesian Pantomime through the use of contemporary movement and expression techniques in puppetry (traditional Indonesian theatre art).

Functionally, the student theatre aims to provide a teacher with the motives and skills of professional self-development, in the process of which a complex of personality-professional skills are formed that determine the effectiveness and high level of artistic and pedagogical work. For this reason, it is logical to use training technologies, which are at the same time a creative process aimed at reaching personal peaks in the student's chosen field of activity (Walmsley, 2012) (Rachman, 2018). Students are expected to be able to actualise themselves with the subject matter at school and be able to implement it in life, so that what they learn can feel the benefits both for themselves and the environment in all conditions, including during a pandemic like now. So it is necessary to conduct research on the development of learning media innovations.

Students gain much more than just a grasp of the arts when they study them. Instead, it trains students to use their artistic abilities to satisfy their self-expression, economic growth, and social connection needs. Students' individual and collaborative creativity can help meet these three requirements (Adijaya, 2021). The mime technique is a set of methods for controlling the mime's body and face, which are both outward representations of the mime's acting. The Mime's physicality, rather than the words they say, is what ultimately matters. Expression is a two-way conversation where emotions serve as reinforcers for bodily communication and the development of bodily synchronisation (Suryandoko, 2019). The mime technique consists of a set of steps for controlling the mime's physicality and facial expression in order to simulate acting. The Mime's physicality, rather than the words they say, is the defining characteristic. Expression of emotion is a two-way conversation since it fortifies nonverbal communication and creates physical synchronicity (Erickson, 1964). Analysis of the performed operation. Initiation, exploration, and genesis. Such measures are implemented via a rigorous yet incremental training approach. The mime must be alert to social conditions and receptive to any social acts taking place around the mime, in addition to the intensity at the level of exercise.

As an alternative to spending a lot of money on Pantomime and theme tactics, sensitive patterns can be carried out by monitoring and reading the problem area via social media, literature, the internet, and other supporting references (Kemp, 2012). With this information, the mime and its performers can learn to master pantomime body methods and pantomime expression techniques, allowing them to gain a deeper understanding of their roles. By playing a pantomime, an actor can measure the character's development. The pantomime body will now be unveiled. In order to find and build the pantomime body more easily, it's important to comprehend its structure before moving on to the

technique itself (Ricardz, 2013). For instance, nowadays days even folk shows are created for and distributed via electronic media. In contrast to western theatre, folk performance in India is a hybrid art form. It's a multifaceted art form that combines musical performance with dance, Pantomime, poetry, the reading of epic ballads, rituals, and rural celebrations. The rituals, beliefs, and social structure of the community are absorbed. It can project social life, secular concerns, and universal principles but also has a strong religious and ritualistic undertone. Folk art in this internet age will no doubt appeal to Indians of all ages, but it also seems to have offended the country's conservatives (E. A. M, 2016). A sort of improvised Pantomime that foreshadows the system's later conventionalisation and transition to the vocal modality. Here I look at a few theories that propose mime can be achieved by modifying complicated systems (Abramova, 2018). Advice for effective teaching practice in the context of online learning and a focus on the components of teaching attendance (E. A. M, 2016).

This research frames the issue as one of creating an interactive platform for the study of Pantomime on Android under the name Ku Pantomime. This research aimed to document the creation of the android app "Ku Pantomime" as an educational tool for the performing arts. Middle school educators and students were the focus of this research. The study's goals and findings are presented in the form of educational resources accessible via the Ku Pantomime android app (Aguilera-Jiménez & Gallardo, 2020). Research's value is a foundation or foundational source in the attempt to create the android app "Ku Pantomim" as an interactive learning medium for theatrical arts in Junior High School students, with the ultimate goal of its implementation across Indonesia and beyond. This research aims to create a functional prototype of an android app called "Ku Pantomime" that can be used as a teaching tool for the performing arts. This literature study posits that learning in the theatre naturally encourages group work.

Several more studies may benefit from this investigation. The research entitled "Pantomime Asyik Ala Kak Prop" Textbook Development by Amin et al. as an alternate method of teaching elementary school students performing arts. This study's development findings and research aims are distinct from those of pantomime research studies, yet both are relevant to primary schools. The pantomime research study (Diri, 2017) as an expression that can help research is relevant to the work by Goddess Meliana Kusuma, et al. titled Pantomime as Self-Expression of Deaf Pupils. The research on Pantomime can be bolstered by a study by Sulton titled The Usage of Pantomime To Enhance the Pupils' Speaking Ability. Pantomime in Indonesia: An Educational Approach by Iswantoro et al. (Iswantara, 2019) contextualises this study's methodology. Evaluation Entertainment Techniques in Increasing Efficiency, by Astina et al. (Student & Integrated, 2023). Several more studies may benefit from this investigation. The unique contribution of this study is the creation of the android application "Ku Pantomime," which is designed to improve the education of middle schoolers who have had trouble accessing resources, especially digital ones. This demonstrates how much this study improves the standard of pantomime instruction in classrooms.

2. METHODS

This study was carried out to help teachers use the gamification technique. Interviews and observations have shown that pupils in class 8 of junior high school (SMP) are not yet proficient in arts and culture courses and that traditional ways of learning, such as compiling pantomime texts, remain the most common. Due to the prevalence of online education during the Covid-19 epidemic, innovative teaching strategies—like gamification—are required to ensure students learn effectively and efficiently (Waworuntu & Suyoto, 2021). This editorial introduction discusses the benefits and difficulties that the rise of digital technology has brought to the field of media education. It claims that, beyond a purely instrumental approach, media education can help to bridge the 'new digital divide' between students' experiences of technology outside of school and their experiences with technology in the classroom (Buckingham, 2007).

The purpose of this study was to develop the Android Application "Ku Pantomime" to strengthen distance learning (online) in Junior High School students with this research procedure with procedural

steps worked out intending to get what is desired from the research carried out. Research procedures are the steps contained in the research carried out, namely development research by producing certain products (Setyosari, 2013: 230). So it can be said that the research procedure is the stages that must be carried out in development research that can produce a product as needed.

Created physical exercises to help youngsters at risk of reading difficulties learn phonological awareness. Kinesthetic exercises include the use of word cards, singing games, and the vocabulary cities board game. The module's kinesthetic activities help students master the reading process's steps by making the most of their sense of touch. For instance, writing in the sand with fingers is meant to help pupils' tactile memory of letters and their sounds (Arnez & Ishartiwi, 2021).

Developing using the five-step ADDIE Model, which includes analysis, design, development, implementation, and evaluation in the course of instructional design (Reinbold, 2013). In order to create a useful educational app, developers need to adhere to these five steps. Because of its sequential and interactive processes, this model was selected to define a systematic approach to instructional development (Rizal, Rusdiana, Setiawan, & Siahaan, 2021). The ADDIE paradigm for generating instructional materials entails the following processes, as outlined by Branch (2009:2).

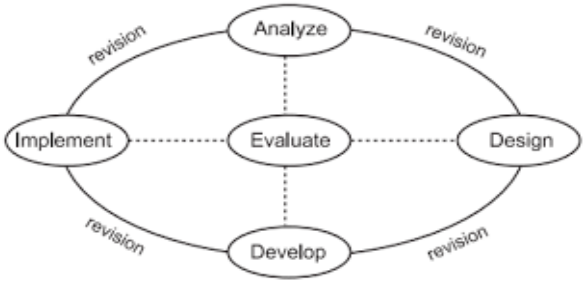

Figure 1. Stages of the ADDIE development model (Source: Branch, 2009:6)

This study's development of learning media uses stages in the ADDIE model development model, including analysis, design, development, implementation and evaluation carried out in junior high schools in two East Java cities.

3. FINDINGS AND DISCUSSION

Research and development of the Mime Android app, which highlights technical and aesthetic abilities, are products of the development space. System flow design, database design, display design, display coding, application logic coding, database connection, content filling, application publishing, and finally, application release are all steps in the coding process. Class VIII JHS students use the app for education, and the stage is available to the public thanks to the "Ku Pantomime" app's Basic Level, Menegah Level, and Advanced Level pantomime training. The ADDIE development process, which includes analysis, design, development, implementation, and evaluation, was used to create this digital pedagogical resource.

3.1. Analysis

Development and research were carried out in class VIII of Junior High Schools in Surabaya and Tulungagung with a sample of 3 schools each. The research resulted in the Android application product "Ku Pantomime". The product is packaged in the form of an interactive learning application that can be operated by learners given to students through WAG, which is used for online learning with the help of the "Ku Pantomime" application. As a result of the analysis of the curriculum, 4 Basic Competencies (KD), Achievement Competencies of Indicators and Learning Objectives were selected which were targeted for development. The learning content of these basic competencies is Cultural Arts (Theater). The results of the indicators and objectives are aligned because in the video developed students are

expected to be able to complete exercises and evaluations that are in accordance with the learning objectives, namely Cultural Arts (Theater)(Suryandoko et al., 2022). Analysis of field conditions and student data and the creation of digital teaching resources for the "Ku Pantomime" app constitute a needs assessment. Field analysis efforts gathered information about teaching and learning conditions in SMP levels I and II. The data outcomes were gathered through observing classrooms and conducting interviews with principals and teachers of cultural arts (theatre) subjects to gain insight into the learning process, student characteristics, and the evolution of learning teaching materials. Observational data consisting of Class VIII SMP I, SMPN II, SMPN Lain I, and SMPN Lain II suffer from the following issues with remote learning (online): 1) a lack of pedagogical variety; 2) a lack of interactive pedagogical tools in the form of android applications to maximise the school process. These are some takeaways from studying mime that you may use in real life:

Table 1. Learning Outcomes targeted for development Based on Elements of Pantomime Practice

Element	Learning Outcomes
Think and Work Artistically	The process is carried out by learners thinking and playing Pantomime with mastery of basic, intermediate and advanced levels of techniques in the application "Ku Pantomime."
Experiencing	Body exercise and expression exercises are in order at the basic level of "Ku Pantomime".
Creating	Imagination is the process of creating a pantomime show uploaded on the "Ku Pantomime" application(Pendidikan et al., n.d.).
Reflecting	The reflection in the next stage is how learners are able to explore the form of Pantomime on the application of "Ku Pantomime".
Impacting	The learning process and the final product by compiling a simple pantomime performance scheme in a unity (independent) manner and then pouring ideas and ideas into the form of a simple script and design of the show, also getting to know the techniques and genres of theatre (creative), understanding the story according to the facts in the environment (critical), and being able to answer factual problems in state and religious rules (Made et al., 2021).

3.2. Design

The design stage is the stage of designing digital teaching materials "Ku Pantomime" which includes the formulation of the purpose of making "Ku Pantomime" teaching materials based on the android application according to student needs, making learning content and practical videos Pantomime learning as the initial design for making digital teaching materials "Ku Pantomime", collecting design objects in accordance with the material contained in the digital teaching materials "Ku Pantomime" such as materials, videos and photos and the preparation of instruments to test the feasibility of teaching materials for digital teaching materials "Ku Pantomime" as student learning resources. At this stage, the researcher also determines several steps for planning teaching materials made by researchers, namely digital teaching materials "Ku Pantomime" in order to achieve learning objectives. At this stage, the preparation of learning device assessment instruments is also carried out. The instrument is prepared by taking into account the aspects of video assessment, namely aspects of conformity with active requirements, construction requirements, technical requirements and

conformity with the model used by the researcher. Furthermore, the instrument is validated by material experts, media experts, and class VIII teachers.

Materials used to create the android app "Ku Pantomime" include a smartphone camera and the filmmora app, which the researcher employs to add special effects and music to the movie. Please provide concisely written explanations of the Pantomime's activities. Researchers utilise a data flow approach to structure the development of the Ku Pantomime application. Database layout is used for determining whether or not the software and data in "Ku Pantomime" are a good fit. Developing the visual aesthetic of the Ku Pantomime app's interface. The "Ku Pantomime" application's material and action circulation.

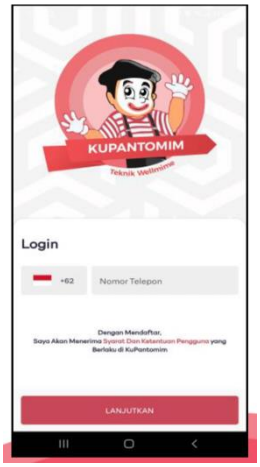

Figure 1: The start page will appear after completing the splash screen process. Users can log in on the start page by entering a phone number.

Figure 2: A list of levels that students can access gradually, starting with the basic level and there is an exam to level up at the end of the chapter.

Figure 3: Includes a list of chapters based on the level you choose. To access a chapter, tap it. This page will show exam status and scores. you have collected.

This component of the "Ku Pantomime" application's logic code controls the format and quality of student work. Students' work in the "Ku Pantomime" app is regulated by connecting to the database, which is utilised to synchronise between the coding and the content used in this area (Kuncoro & Hidayati, 2021). In order to meet the demands of the "Ku Pantomime" application and learning for SMPN I students and the general public, content has been added to the website located at www.pantomim.devert.id. The next step is to release the app to the public, which involves placing it in an app store where anybody can download it (Ou et al., 2019).

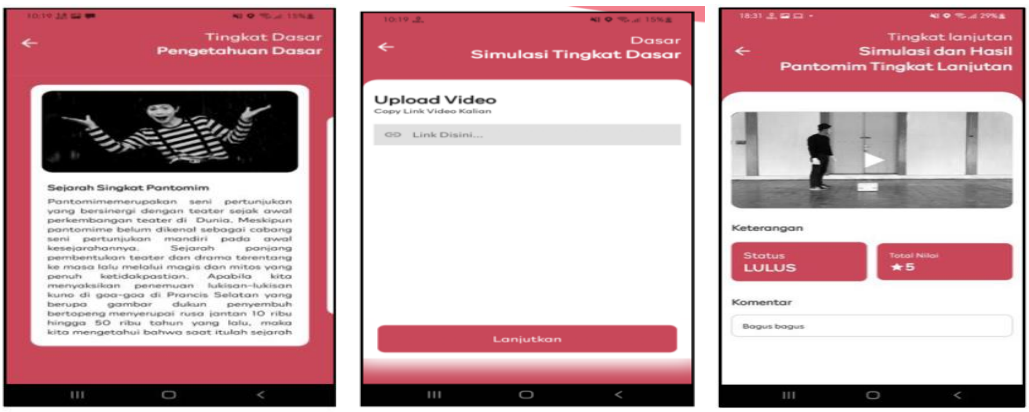

Figure 4. Display of "Ku Pantomime"

The set of resources from the chapter you choose is shown in Figure 4. Pictures or videos of the content, its name, and a brief description may be included in the displayed content. When you load the website, the video should begin playing immediately; if it doesn't, you can use the play button (Wayan et al., 2021). If your chosen content spans more than one page, you can swipe right or left to advance to the next page. Figure 5: The Upload Work screen asks students to share a link to an already created YouTube video that meets the exam's requirements. After that, hit the next button to email the supplied URL. If you were granted a retake of a previous exam, you could use this link to resubmit your answers. Information about the collected assignments at each proficiency level is shown in Figure 6. There are three possible task grades: ungraded, passed (if you earn a score of 4 or 5), and failed (if you get a score of 1 or 2).

3.3. Development

After completing the design stage, the next stage is the development stage. This stage is the stage of developing teaching materials that researchers develop by creating teaching materials that researchers have designed before. Then the teaching materials are validated by material experts, media experts, linguists and class VIII teachers by providing questionnaires with predetermined criteria and indicators. Validation is carried out until the digital teaching material in the form of the "Ku Pantomime" application" is finally declared valid.

3.3.1 Material Expert Validation Results

The following is an assessment of interactive learning video teaching materials by material expert validators, namely Dr. IS., M.Pd (East Java Pantomime Artist and chairman of PIJAR (East Java Pantomimer) and BG, S.Sn (Secretary General of the Indonesian Pantomime Association)

Table 2. Material Expert Assessment

Statement	Assessment Score		
	Initial Stage	**Second Stage**	**Final Stage**
Conformity of the material for the development of digital teaching materials "Ku Pantomime" with basic competencies	0	1	4
Conformity of material for the development of digital teaching materials "Ku Pantomime" with Indicators	0	3	3
Conformity of material for the development of digital teaching materials "Ku Pantomime" Teknik with learning objectives	0	3	3
Conformity of material for the development of digital teaching materials "Ku Pantomime" with Media	0	2	4
Development of digital teaching materials "Ku Pantomime" Techniques can foster learning motivation	0	4	4
Development of digital teaching materials "Ku Pantomime" suitable for class VIII with the material presented	0	3	4

Statement	Assessment Score		
	Initial Stage	Second Stage	Final Stage
The ability to encourage students' curiosity in the development of digital teaching materials "Ku Pantomime"	0	3	3
Accuracy of terms on the development of teaching materials presented	0	3	3
The collapse of the material for the development of digital teaching materials "Ku Pantomime"	0	3	4
Ease of understanding the material for the development of digital teaching materials "Ku Pantomime"	0	3	3
The correctness of the material for the development of digital teaching materials "Ku Pantomime"	0	3	4
The conformity of the level of difficulty and abstraction of concepts with the cognitive, affective and psychomotor development of learners	0	3	3
Sum	0	43	55
Average	0	2,8	3,6

Based on the initial validation of the instrument not yet in accordance with the criteria, the instrument was corrected. Furthermore, the second validation of KD 4.4 with indicator 4.4.4 in Cultural Arts (Theater) class VIII with the content of staging Pantomime has not been seen in the android application "Ku Pantomime", made content improvements(Sujarwo et al., 2022). Based on the final stage of validation by the validator of the digital teaching material "Ku Pantomime" has been appropriate and meets the criteria and can be used, the average results of the digital teaching material "Ku Pantomime".

Table 3. Media Expert Assessment

Question	Assessment Score Media Expert 1		Assessment Score Media Expert 2	
	Initial stage	Final stage	Initial stage	Final stage
Accuracy selection of competency standards	4	5	4	5
Compatibility of content with the type of teaching materials	4	5	4	5
Accuracy of indicator selection with the type of teaching material	4	5	4	5
Visualisation accuracy with Material	4	4	3	5

Question	Assessment Score Media Expert 1		Assessment Score Media Expert 2	
	Initial stage	Final stage	Initial stage	Final stage
Accuracy of illustrations/animations/scenes with material	4	5	3	5
Accuracy of selection and placement of sound with images	4	4	4	5
Sound quality	4	5	3	5
Sound compatibility with images	4	5	4	5
Image quality	4	5	3	5
Quality of text used	4	4	4	4
Ideality of duration with goals	4	5	4	5
The material is easy to understand	4	5	4	5
Easy-to-understand vocabulary language	4	4	4	4
The flow of presentation of the material is coherent and clear	4	5	3	5
Communicative Use of Language	4	4	4	4
Teaching materials can be understood easily	4	5	3	5
Sum	64	75	58	77
Average	3,2	3,75	2,9	3,85

Based on validation by validators, the average results of digital teaching materials "Ku Pantomime" Technique are obtained as follows:

$$R = \frac{\text{Total value}}{20} = \text{average result}$$

The results obtained from the average of validators that the validation of digital teaching materials "Ku Pantomime" Teknik obtained an average of 3.75, so the results obtained were feasible and valid.

Table 4. Teacher Response Questionnaires

No.	Question	Score			
		Teacher 1	Teacher 2	Teacher 3	Teacher 4
1.	Do teachers use teaching materials every time they learn online?	5	4	5	4
2.	Digital video teaching materials "Ku Pantomime" according to the material?	4	4	5	4
3.	Do Students use teaching materials in full?	4	5	5	5
4.	Does the teacher use teaching materials out of the learning materials?	2	2	1	2

No.	Question	Score			
		Teacher 1	Teacher 2	Teacher 3	Teacher 4
5.	Does the teacher feel that they have never found teaching materials used by students?	2	2	1	2
6.	Do students use teaching materials well?	4	4	5	5
7.	Does the teacher use a tool that vary?	4	4	5	5
8.	Do you understand the explanation by using digital teaching materials "Ku Pantomime"?	4	5	5	5
9.	Is the digital teaching material "Ku Pantomime" Techniques out of the context of the material?	2	2	2	2
10.	Do teachers use the same teaching materials?	2	2	1	1
11.	Is there a time attachment when Teachers Using Materials digital teaching "My Mime"?	4	4	4	5
12.	Do students provide feedback according to delivering material using digital teaching materials "Ku Pantomime"?	4	4	5	4
13.	Does the use of digital teaching materials "Ku Pantomime" make students happy in learning online?	4	4	5	4
14.	Are students nervous when using digital teaching materials "Ku Pantomime"?	3	2	2	5
15.	Do students practice the material in a lacar using the digital teaching material "Ku Pantomime"?	5	5	4	5
16.	Do "Ku Pantomime" digital teaching materials motivate students on online learning?	4	5	5	5
17.	Are there any difficulties for teachers to use teaching materials during online learning?	4	4	4	4
18.	Are there any students who don't take part in online learning?	4	4	4	5
19.	Is the learning app suitable for grade VIII students?	4	5	5	5
20.	Have teachers ever used youtube-based video teaching materials during online learning?	4	4	5	5
Score		73	75	78	82
Average		3,65	3,75	3,9	4.1

Then the average teacher response as a whole is calculated as follows:

R = Total amount = Results
20

Table 5.7 shows what the teacher said and how she judged it. Teacher I gives a score of 73 with an average of 3.6, and Theacer II gives a score of 75 with an average of 3.75, which is in the Practical category. Teacher III gives a score of 78, which is in the Practical category, with an average of 3.9, and Teacher IV gives a score of 82, which is also in the Practical category, with an average of 4.1. With a minimum score of 3.6, the overall results of the teacher's response to the use of the Ku Pantomime Teknik Wellmime android app are declared practical. This means that the results of the teacher's response assessment are experimental.

Table 6. Teacher Response Questionnaires

No.	Question	Score			
		Teacher 1	Teacher 2	Teacher 3	Teacher 4
1.	Do teachers use teaching materials every time they learn online?	5	4	5	4
2.	Digital video teaching materials "Ku Pantomime" according to the material?	4	4	5	4
3.	Do Students use teaching materials in full?	4	5	5	5
4.	Does the teacher use teaching materials out of the learning materials?	2	2	1	2
5.	Does the teacher feel that they have never found teaching materials used by students?	2	2	1	2
6.	Do students use teaching materials well?	4	4	5	5
7.	Does the teacher use a tool that vary?	4	4	5	5
8.	Do you understand the explanation of using digital teaching materials "Ku Pantomime"?	4	5	5	5
9.	Is the digital teaching material "Ku Pantomime" Techniques out of the context of the material?	2	2	2	2
10.	Do teachers use the same teaching materials?	2	2	1	1
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16.	Do "Ku Pantomime" digital teaching materials motivate students to online learning?	4	5	5	5
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Score		73	75	78	82
Average		3,65	3,75	3,9	4,1

Then the average teacher response as a whole is calculated as follows:

R = Total amount = Results
20

The teacher's response and assessment can be seen in the diagram. Teacher I gives a score of 73 with an average of 3.6, and Teacher II gives a 75 with an average of 3.75 which is included in the

practical category. Teacher III gives a score of 78 with an average of 3.9 which is included in the practical category and Teacher IV gives a score of 82 with an average of 4.1 which is included in the Practical category. The overall results of the teacher's response to the use of the Ku Pantomime Teknik Wellmime android application with a minimum score of 3.6 are stated to be practical, so the results of the teacher's response assessment are practical.

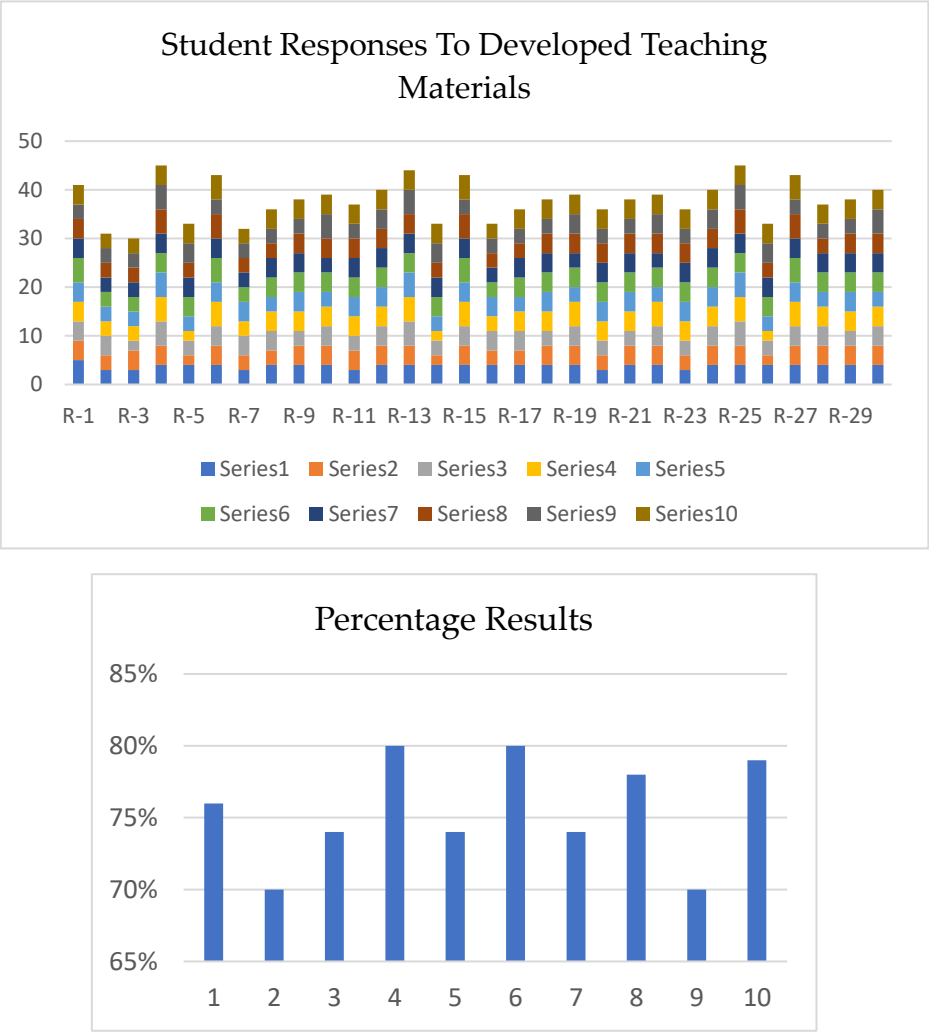

Figure 5. Students' responses in developing teaching material

The results of the student response questionnaire show a percentage of 80% with the "interested" criterion, so that from the student response data above shows that students are interested in "Ku Pantomime" technique in Wellmime android-based digital teaching materials.

4. CONCLUSION

This creation consists of digital teaching materials for the android app "Ku Pantomime," which is used in class VIII of junior high schools. Learners are required to complete three levels of the android programme "Ku Pantomime," which may be accessed by the URL provided in WAG and executed within the android application itself. These levels progress from beginner to intermediate to advanced skill levels. According to the data, the media expert assessment of the validation trial scored an average of 3.75 (Decent and Valid), the teacher response assessment scored an average of 3.65 (Practical), and the expert assessment of the material scored an average of 3.66 (Valid). Teacher Reaction 1: 3.6, Teacher Response 2: 2.75, Teacher Response 3: 3.9, and Teacher Response 3: 3.6, and Student Response by 80%

all indicate that the android application "Ku Pantomime" can be employed in learning. Future researchers can examine how well this programme works at various academic levels.

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