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# Practicality of Android-Based Mobile Learning for Teaching Remo Putri Gaya Tawi Dance in Vocational Schools

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## Abstract

This study aims to examine the practicality of Android-based mobile learning developed for teaching the Remo Putri Gaya Tawi dance in dance arts subjects at vocational schools in the digital era. This research employed a case study approach within a research and development framework using the ADDIE model, which consists of analysis, design, development, implementation, and evaluation stages. Data were collected through observations of learning implementation, teacher and student response questionnaires, and expert judgment instruments assessing learning implementation, learning videos, and assessment sheets. The results of the learning implementation observations showed that the Android-based mobile learning achieved an average score of 80%, indicating a practical category as it met the implementation criterion of  $\geq 75\%$ . Teachers provided positive responses regarding readability, clarity of material, video quality, and alignment with students' learning needs. Students also reported that the application was easy to use, engaging, and effective in helping them understand and practice the movements of the Remo Putri Gaya Tawi dance independently and collaboratively. Furthermore, expert judgment results indicated a high level of practicality, with scores of 97.6% for learning implementation, 80% for learning video practicality, and 98.45% for the practicality of assessment sheets. These findings suggest that Android-based mobile learning integrated with project based learning model is practical and feasible for supporting dance learning in vocational schools while enhancing student engagement and learning autonomy.

**Keywords:** Mobile Learning, Practicality, Dance Education, Vocational School, Android-Based Learning.

## 1. Introduction

The implementation of the Independent Curriculum in non-arts vocational schools, particularly within the Dance Arts subject, presents distinctive challenges. This is primarily because Dance Arts is not a core subject in vocational institutions that prioritize specialized fields such as engi-

neering, business, or tourism ([1]). Nonetheless, arts education continues to be provided as an essential component in fostering students' holistic development and character formation. Within the framework of the Independent Curriculum, Dance Arts learning in non-arts vocational settings is intended to cultivate creativity, aesthetic sensitivity, and appreciation for local cultural heritage ([2]). The curriculum grants teachers the autonomy to select and design learning materials that are relevant to students' contexts and environments ([3]). However, initial observations and literature reviews indicate that Dance Arts instruction in these schools often faces various constraints, including limited instructional time, inadequate facilities, and insufficient teacher competence in integrating technology into the learning process. Consequently, the learning of Dance Arts in non-arts vocational schools tends to emphasize theoretical and conceptual knowledge rather than fully achieving the skill-based outcomes mandated by the Independent Curriculum ([4]). Although educators have made efforts to shift learning toward practical skill development, implementation challenges persist. Among the most significant barriers are the lack of effective and engaging learning media, as well as difficulties in selecting appropriate teaching materials to support the learning process ([5]). ([4]). Although educators have made efforts to orient learning toward the development of practical skills, its implementation in the field continues to face various obstacles. One key challenge is the limited availability of learning media capable of supporting the learning process effectively and engagingly, accompanied by difficulties in selecting appropriate teaching materials ([5]).

Dance materials commonly used across various educational levels—from elementary and junior high schools to senior high schools and vocational institutions—often rely on the *Remo Putra Dance* ([6], [7]). This tendency contributes to a sense of monotony and a lack of diversity in the learning materials introduced to students. In reality, the richness of local cultural traditions offers substantial potential as valuable learning resources ([8]). One example is the *Remo Putri Gaya Tawi Dance*, which embodies strong aesthetic and educational values and has the potential to serve as an engaging and contextually relevant enrichment material for students in non-arts vocational schools. Incorporating the *Remo Putri Gaya Tawi Dance* into the curriculum is expected to diversify instructional content while simultaneously preserving local cultural heritage that is often underrepresented in formal education setting.

At the same time, advances in technology have created new opportunities for innovation in the educational sector ([9]). Teachers in vocational schools have begun to demonstrate awareness of integrating technology into learning, for example, by using PowerPoint presentations, YouTube videos, and digital content from platforms such as TikTok. However, current technology use tends to remain one-directional and non-interactive. Students frequently learn independently without receiving feedback from teachers or engaging in peer interaction, resulting in passive learning experiences that provide limited stimulation for creativity ([10]) (interview with Evita Lulut, Cultural Arts teacher, September 25, 2023).

The above condition is inversely proportional to the fact that almost every student owns and carries a smartphone every day ([11]). Technology, which should be optimized to create engaging, active, and meaningful learning experiences, has not yet been fully utilized. The rapid development of digital technologies and the influence of modern lifestyles have led students to prefer obtaining information from diverse online sources rather than relying solely on teacher explanations or classroom-based presentation and tutorial videos. Consequently, there is a need for a learning approach capable of addressing these challenges by developing technologically enhanced learning media that students can access independently via smartphones while still enabling collaboration and interaction through supportive digital features ([12]).

Based on the aforementioned background, this study proposes a solution in the form of developing an Android-based learning application featuring *Remo Putri Gaya Tawi* dance material as enrichment content, utilizing the Project-Based Learning approach to support the attainment of the intended

educational objectives. This learning media is expected to assist teachers in implementing the Independent Curriculum more effectively, while also fostering active, creative, and collaborative learning among students, even within limited instructional time ([13])([14]).

Mobile learning aligned with the Project-Based Learning (PjBL) model offers several pedagogical advantages. First, accessibility enables students to access learning materials anytime and anywhere, thereby supporting flexible and continuous learning. Second, interactivity allows applications to present content in more engaging and dynamic formats, enhancing student engagement. Third, differentiation provides opportunities for students to learn at their own pace and according to their individual learning styles. Finally, efficiency allows teachers to deliver instructional content in a more organized and streamlined manner([15]). Maximizing mobile learning oriented to the Project-Based Learning (PjBL) model can significantly increase student engagement and learning effectiveness ([14]). By utilizing mobile devices, students can access a variety of learning resources and interactive materials that support the projects they are working on ([16]).

The PjBL model encourages students to collaborate in groups, plan, and execute real projects that are relevant to daily life. In the context of mobile learning, students can use the app to design presentations, conduct research, or share project progress in real-time, making the learning process more dynamic. Additionally, both teachers and classmates can provide feedback directly through digital platforms, facilitating continuous reflection and improvement. Thus, the combination of mobile learning with PjBL not only enriches students' learning experience, but also develops critical skills, creativity, and collaboration that are so much needed in the 21st century ([17]).

In selecting the dance material for instruction, the *Remo Putri Gaya Tawi* Dance was chosen for inclusion in the Android-based application because it represents a local cultural heritage of East Java with significant historical and aesthetic value. This aligns with the emphasis of the Independent Curriculum on fostering students' understanding and appreciation of local arts and culture ([18]).

The incorporation of this material is intended to complement existing Remo dance instruction which, across most educational levels, typically focuses on the male Remo Dance. Thus, students are provided with new knowledge and experiences related to Remo dance variations. Moreover, revitalizing the *Remo Putri Gaya Tawi* Dance—whose presence has begun to diminish—is expected to support cultural preservation efforts and promote wider public recognition, particularly among the younger generation ([19]).

The conceptual basis of digital aesthetics in dance education emphasizes how technology influences artistic, sensory, and teaching experiences by combining movement, visual elements, and interactivity within digital environments. Contend that digital aesthetics changes conventional dance education by merging embodied movement with mediated settings, allowing students to view choreography as a visual art form and an interactive story "Reform and Innovation of Dance Teaching and Aesthetic Education in the Digital Media Era," Applied Mathematics and Nonlinear Sciences). In the same vein, ([20]) highlight that virtual and augmented reality technologies create immersive environments that broaden the spatial and temporal limits of conventional dance performances, enabling participants to connect with movement via sensory enhancement and digital representation (Digital Dance: Virtual Reality as a New Frontier in Performance Art). From a psychological perspective, Self-Determination Theory explains how autonomy, competence, and relatedness are supported through elements of digital dance apps that provide interactive feedback, self-directed practice, and community involvement, thus improving motivation and cultural understanding. In this regard, the creation of the *Remo Putri Gaya Tawi* Dance app lies at the crossroads of digital artistry and educational psychology, converting the learning of cultural dance into an experiential, engaging, and technology-enhanced aesthetic experience([21]).

In the development of mobile learning for the Project-Based Learning (PjBL) *Remo Putri Gaya Tawi*

Dance, it is important to design mutually supportive materials, methods, media, and evaluations. The material used must include the history, philosophy, and basic techniques of the *Remo Putri Gaya Tawi* dance, as well as related cultural aspects ([22]). This material can be presented in the form of digital modules that are easily accessible to students through mobile devices ([23]).

Teaching methods should be interactive and collaborative, where students are divided into groups to design and implement dance-related projects, such as creating performance videos or holding dance workshops ([24]). This method is in line with the principles of PjBL which emphasizes the Practicality of *Android Mobile Learning Development* of the *Remo Putri Gaya Tawi* Dance.

The learning media should be diverse, incorporating elements such as video tutorials, dance learning applications, and online discussion platforms that facilitate collaboration among students. The integration of these media enables students to engage in independent learning while still receiving feedback from peers and teachers ([25]). Furthermore, evaluation procedures should include both formative and summative assessments. These assessments may utilize rubrics that measure students' dance performance skills, teamwork, and understanding of cultural context. Such an evaluation framework assesses not only the final product but also the learning processes students experience throughout the project. Through this approach, students learn not only dance but also cultivate critical and creative thinking skills essential for twenty-first-century learning ([26]), ([27]). Therefore, this article examines the practicality of developing Android-based mobile learning for the *Remo Putri Gaya Tawi* Dance as a strategic effort to enhance the quality of dance education at the vocational level while contributing to the preservation and advancement of Indonesia's traditional cultural heritage.

## 2. Methods

### 2.1 Research design

This study employed a research and development (R&D) approach aimed at developing and examining the practicality of Android-based mobile learning for teaching the *Remo Putri Gaya Tawi* dance in vocational schools. The development process adopted the 4-D (Four-D) model proposed by [28], which consists of four main stages: define, design, develop, and disseminate. This model was selected because it provides systematic procedures that align with the development of instructional products and allows for the evaluation of their feasibility and practicality in real learning contexts.

### 2.2 Development Procedures

#### 2.2.1 Define Stage

This stage focused on identifying learning needs and problems related to dance arts instruction in vocational schools. Activities included curriculum analysis, learner analysis, material analysis, and identification of learning objectives. The findings from this stage served as the basis for designing Android-based mobile learning that supports the mastery of *Remo Putri Gaya Tawi* dance movements.

#### 2.2.2 Design Stage

At this stage, the structure and features of the mobile learning application were designed. This included preparing learning content, instructional flow, learning videos, assessment instruments, and interface design. The learning design was oriented toward the Project-Based Learning (PjBL) approach to encourage active, independent, and collaborative learning [26].

### 2.2.3 Develop Stage

The mobile learning application was developed based on the design specifications. Expert validation and judgment were conducted to assess the practicality of learning implementation, learning videos, and assessment sheets. Revisions were made according to expert feedback to improve the quality and usability of the product [29].

### 2.2.4 Disseminate Stage

The final product was implemented in vocational school dance arts classes. The application was introduced to teachers and students, and limited trials were conducted to obtain empirical data regarding its practicality in real classroom settings [13].

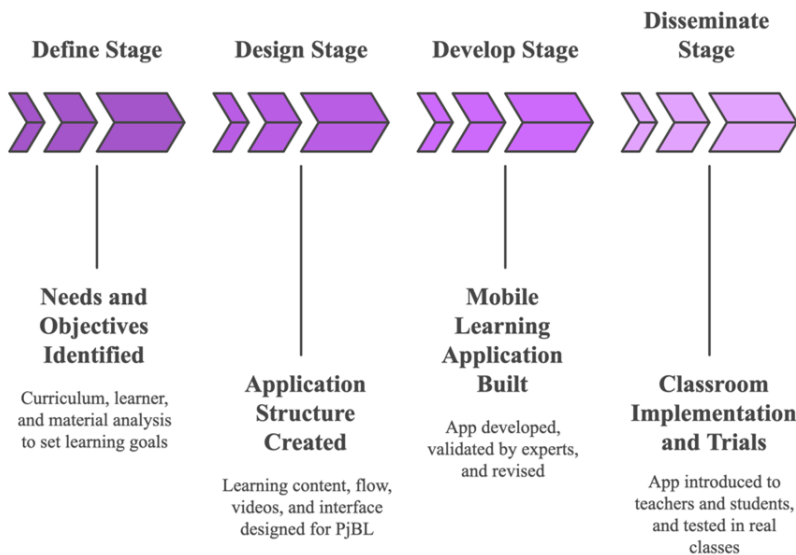


Figure 1. Model 4D for Dance Arts Mobile Learning

## 2.3 Participants

The participants in this study consisted of vocational school dance arts teachers and tenth-grade students who were involved in the implementation and trial of the Android-based mobile learning application. Teachers participated as observers and respondents, while students participated as users and respondents during the learning activities.

## 2.4 Data Collection Instruments

Data were collected using several instruments such as observation sheets to assess the implementation of learning using the mobile learning application, teacher response questionnaires, student response questionnaires, expert judgment instruments assessing the practicality of learning implementation, learning videos, and assessment sheets. All instruments were designed using a Likert scale to measure perceptions of practicality and ease of use [30].

## 2.5 Practicality Data Analysis

Data on the practicality of the Android-based mobile learning were obtained from observations of learning implementation and responses from teachers and students after participating in learning

activities using the *Remo Putri Gaya Tawi* mobile learning application. The scores were obtained by summing the responses marked on the observation and questionnaire sheets and converting them into percentage values. The percentage score was calculated using the following formula:

$$P = \frac{f}{n} \times 100\%$$

$P$  : Percentage number

$f$  : The frequency of each answer on the questionnaire

$n$  : Maximum score amount

## 2.6 Teacher and Student Response Analysis

Teacher and student responses were analysed using descriptive quantitative analysis based on percentage scores. The questionnaires employed a Likert scale to capture perceptions regarding readability, clarity of material, video quality, ease of use, and suitability to learning needs [4]. The obtained percentage scores were then interpreted according to the following criteria:

**Table 1.** Likert Scale

| Percentage                 | Criteria       |
|----------------------------|----------------|
| 76–100%                    | Very Practical |
| 51–75%                     | Practical      |
| 26–50%                     | Less Practical |
| 0–25%                      | Not Practical  |
| (Surry & Ensminger, 2004a) |                |

## 3. Results and Discussion

### 3.1 Results

#### 3.1.1 The Practicality of Android Mobile Learning Development of the *Remo Putri Gaya Tawi* Dance

The practicality of the Android-based mobile learning developed for the *Remo Putri Gaya Tawi* Dance refers to the extent to which the media can be readily implemented and effectively utilized in authentic classroom settings. This dimension of practicality is demonstrated through the feasibility of executing the prescribed learning steps, the clarity of instructional materials, the ease of accessing and operating the application, and the alignment of the learning content with students' needs and learning contexts. Practicality is also reflected in the positive responses of teachers and students, as well as in consistent observation results during the implementation of learning activities. High practicality scores indicate that the mobile learning application facilitates a smooth learning process, promotes student engagement, and can be used efficiently without requiring extensive adjustments from either teachers or learners.

The practicality of the learning model was assessed based on the implementation of the learning activities. Data were collected using an observation sheet designed to evaluate the implementation of the Android-based mobile learning developed for the *Remo Putri Gaya Tawi* dance. The implementation of this mobile learning was observed by two observers (partner teachers) during the learning process using an implementation observation sheet. The observation focused on the application of

the Among Rasa learning model and employed a Likert scale with scores ranging from 1 to 4. Extensive trials were conducted in two vocational school classes, namely Grade X class A and Grade X class B, in the dance arts subject to examine the practicality of the Android-based mobile learning for *Remo Putri Gaya Tawi* dance.

### 3.1.2 Practicality of Learning Implementation

The practicality of learning implementation is an important indicator in evaluating the feasibility and effectiveness of a developed learning model when applied in real classroom settings. This aspect focuses on how well the planned learning activities can be carried out according to the designed learning steps, the suitability of time allocation, and the ease with which teachers and students can engage in the learning process. In this study, the practicality of learning implementation was examined through systematic observations during the application of Android-based mobile learning for the *Remo Putri Gaya Tawi* dance. The results provide empirical evidence regarding the extent to which the developed learning model supports smooth instructional processes and facilitates meaningful learning experiences for vocational school students.

The instrument for assessing the practicality of the implementation of the Teaching Module for dance arts subjects uses a scale of 1-4. The results of the assessment are presented in Table 2.

**Table 2.** Mode of Score for the Practicality of Teaching Module Implementation

| Activity                                | Teaching Module 5 | Teaching Module 6 | Teaching Module 7 | Teaching Module 8 |
|-----------------------------------------|-------------------|-------------------|-------------------|-------------------|
| Introduction                            | 3 (97%)           | 4 (97.3%)         | 4 (94.7%)         | 3 (97.1%)         |
| Core                                    | 3 (100%)          | 3 (91.4%)         | 3 (100%)          | 3 (97.6%)         |
| Phase 1: Learning Planning              | 3 (100%)          | 3 (100%)          | 3 (100%)          | 3 (100%)          |
| Phase 2: Mobile Learning Implementation | 3 (100%)          | 3 (100%)          | 3 (100%)          | 3 (100%)          |
| Phase 3: Learning Implementation        | 3 (100%)          | 3 (100%)          | 3 (96%)           | 3 (92.3%)         |
| Phase 4: Evaluation and Assessment      | 3 (94.1%)         | 3 (94.1%)         | 3 (100%)          | 3 (88.9%)         |
| Phase 5: Reflection and Follow-up       | 3 (94.1%)         | 3 (94.7%)         | 3 (94.1%)         | 3 (100%)          |
| Cover                                   | 3 (88.9%)         | 3 (88.9%)         | 3 (100%)          | 3 (88.9%)         |

Table 2 presents the mode scores and match percentages of the practicality of teaching module implementation across Teaching Modules 5 to 8. Overall, the results indicate that all stages of the teaching modules were implemented at a practical to very practical level, with percentage scores consistently exceeding the minimum practicality criterion.

In the introduction stage, the mode scores ranged from 3 to 4, with match percentages between 94.7% and 97.3%. This finding suggests that the introductory activities were well implemented, effectively preparing students for the learning process and aligning with the intended learning objectives. The core learning activities also demonstrated high practicality, with mode scores of 3 across all modules and percentages ranging from 91.4% to 100%, indicating that the main instructional components could be carried out smoothly during classroom implementation.

Furthermore, Phase 1 (Learning Planning) and Phase 2 (Mobile Learning Implementation) achieved a mode score of 3 with a perfect match percentage of 100% across all modules. These results reflect the consistency and feasibility of the lesson planning process and the effective integration of Android-based mobile learning into classroom activities. Similarly, Phase 3 (Learning Implementation) maintained high practicality levels, with percentages above 92%, demonstrating that students were able to engage actively in learning activities supported by the mobile learning application.



In Phase 4 (Evaluation and Assessment) and Phase 5 (Reflection and Follow-up), the mode scores remained at 3, with match percentages ranging from 88.9% to 100%. Although slight variations were observed, particularly in Teaching Module 8, the overall results indicate that evaluation and reflection activities were still implemented effectively and supported students' understanding and learning continuity. The cover component also showed a practical level of implementation, with percentages between 88.9% and 100%, suggesting that the overall structure and presentation of the teaching modules were appropriate and easy to use.

Overall, the findings in Table 2 demonstrate that the teaching modules integrated with Android-based mobile learning for the *Remo Putri Gaya Tawi* dance exhibit a high level of practicality. This indicates that the developed learning modules are feasible for classroom use and support effective learning implementation in vocational school dance education [29].

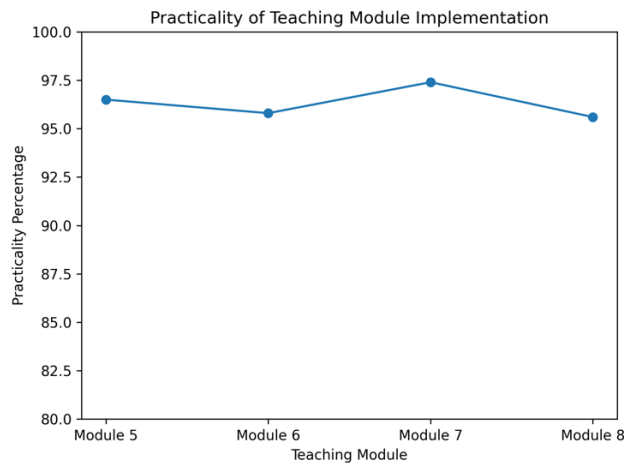


Figure 2. Line chart of practicality percentages across teaching modules using Android-based mobile learning.

Table 3 presents the mode scores of classroom atmosphere assessment during the implementation of Android-based mobile learning for the *Remo Putri Gaya Tawi* dance. This assessment focuses on the learning environment, including the alignment of learning activities with instructional objectives, the compatibility of learning syntax with the applied learning model, and the level of enthusiasm demonstrated by both teachers and students. The data in this table provide an overview of how the classroom atmosphere supports the effectiveness and practicality of the learning implementation across different teaching modules.

Table 3. Classroom Atmosphere Assessment Score Mode

| Assessment Aspect                                                                                                                          | Teaching Module 5 | Teaching Module 6 | Teaching Module 7 | Teaching Module 8 |
|--------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-------------------|-------------------|-------------------|
| Suitability of learning with learning objectives in the development of Android-based mobile learning for <i>Remo Putri Gaya Tawi</i> Dance | 4 (100%)          | 3 (89.9%)         | 3 (89.9%)         | 3 (100%)          |
| Syntax compatibility with the learning model                                                                                               | 3 (89.9%)         | 3 (89.9%)         | 3 (89.9%)         | 3 (100%)          |
| Enthusiastic teachers                                                                                                                      | 4 (100%)          | 4 (100%)          | 4 (100%)          | 4 (100%)          |
| Enthusiastic students                                                                                                                      | 3                 | 3                 | 3                 | 3                 |



|             |      |      |      |      |
|-------------|------|------|------|------|
| Mode        | 3    | 3    | 3    | 3    |
| Information | Good | Good | Good | Good |

Table 3 presents the mode scores of classroom atmosphere assessment during the implementation of Android-based mobile learning for the *Remo Putri Gaya Tawi* dance across Teaching Modules 5 to 8. The results show that the classroom atmosphere consistently supported the learning process, with all modules achieving a dominant mode score of 3 and categorized as "Good." The suitability of learning activities with instructional objectives and the compatibility of learning syntax with the applied learning model obtained high percentages, ranging from 89.9% to 100%, indicating that the learning process was implemented in accordance with the planned instructional design.

In addition, teacher enthusiasm achieved the highest mode score of 4 (100%) across all teaching modules, reflecting strong teacher engagement in the learning process. Student enthusiasm also showed stable mode scores of 3 in all modules, indicating active participation and positive responses to the learning environment. Overall, these findings demonstrate that the Android-based mobile learning implementation fostered a conducive classroom atmosphere and effectively supported the practicality of dance learning in vocational schools [13].

### 3.1.3 Readability Mobile Learning Android *Remo Putri Gaya Tawi* Dance

The readability of the Android-based mobile learning for the *Remo Putri Gaya Tawi* dance refers to the extent to which the learning content, interface, language, and visual presentation can be easily understood and accessed by students during the learning process. Readability is reflected in the clarity of learning videos, the comprehensibility of movement instructions, the appropriateness of language use, and the legibility of visual elements such as text, layout, and video display. High readability indicates that students are able to follow the learning materials effectively, practice dance movements accurately, and engage in learning activities independently or collaboratively without experiencing significant difficulties.

The results of the readability assessment show that the mobile learning application is generally perceived as clear, interesting, and user-friendly by both teachers and students. Positive evaluations were given to aspects such as video quality, clarity of explanations, ease of navigation, and suitability to students' learning needs. Although minor improvements are still needed in certain parts, particularly in enhancing the clarity of movement details and audio quality, the overall findings demonstrate that the Android-based mobile learning has a high level of readability and is suitable for supporting dance learning activities in vocational schools. This ini Assessment of the Readability of Android-Based Mobile Learning for *Remo Putri Gaya Tawi* Dance by Students in Table 4.

**Table 4.** Assessment of the Readability of Android-Based Mobile Learning for *Remo Putri Gaya Tawi* Dance by Students

| Description                                         | Criterion     | Number of Students |
|-----------------------------------------------------|---------------|--------------------|
| Interesting learning videos                         | Interesting   | 44                 |
|                                                     | Uninteresting | –                  |
| Learning videos are easy to understand and practice | Interesting   | 44                 |
|                                                     | Uninteresting | –                  |
| Learning video display                              | Clear         | 44                 |
|                                                     | Unclear       | –                  |
| Typeface                                            | Clear         | 44                 |
|                                                     | Unclear       | –                  |
| Spoken language                                     | Clear         | 44                 |
|                                                     | Unclear       | –                  |

|                                                    |         |    |
|----------------------------------------------------|---------|----|
| Appreciation and inner practice (acting) presented | Clear   | 42 |
|                                                    | Unclear | –  |

### 3.1.4 Readability of the Assessment Sheet

The assessment instrument for evaluating the readability of the assessment sheet was used by both teachers and students during the implementation of Android-based mobile learning for the *Remo Putri Gaya Tawi* dance. This instrument aimed to examine the clarity, comprehensibility, and applicability of the assessment criteria when students practiced the *Remo Putri Gaya Tawi* dance. The assessment focused on students' ability to perform dance movements by maximizing expression, acting, and the main elements of the *Remo Putri Gaya Tawi* dance in accordance with the predetermined learning concepts.

Through the use of the assessment sheet, students were guided to demonstrate their dance skills systematically by following the stages of practice outlined in the Android-based mobile learning indicators. The readability of the assessment sheet ensured that students could understand the assessment instructions clearly, apply the criteria independently, and perform each movement accurately during practice sessions. Teachers evaluated the extent to which the assessment sheet facilitated effective observation and fair assessment of students' dance performances. The results of the teachers' readability assessment of the assessment sheets are presented in Table 5.

**Table 5.** Readability Assessment of the Android-Based Mobile Learning Assessment Sheet for *Remo Putri Gaya Tawi* Dance (Teacher Evaluation)

| Description                                                  | Assessment Criteria     | Teacher 1 | Teacher 2 |
|--------------------------------------------------------------|-------------------------|-----------|-----------|
| Filling in the assessment according to appreciation criteria | Appropriate             | 4         | 4         |
|                                                              | Not appropriate         | –         | –         |
| Clarity of description and explanation                       | Clear                   | 4         | 4         |
|                                                              | Unclear                 | –         | –         |
| Stages of appreciation can maximize dance practice           | Clear                   | 3         | 4         |
|                                                              | Unclear                 | 1         | –         |
| Easy to understand                                           | Easy                    | 4         | 3         |
|                                                              | Difficult to understand | –         | 1         |
| Availability of assessment instructions                      | Clear                   | 3         | 3         |
|                                                              | Unclear                 | 1         | 1         |
| Dance practice is applicable and sufficient                  | Clear                   | 4         | 4         |
|                                                              | Not clear               | –         | –         |
| Language used is easy to understand                          | Good                    | 3         | 3         |
|                                                              | Not good yet            | 1         | 1         |
| Font size                                                    | Appropriate             | 4         | 4         |
|                                                              | Not appropriate         | –         | –         |

Selected several positive aspects, including: (1) the content, descriptions, and stages of dance

- **Appropriate** : 44 responden
- **Not appropriate** : 1 responden

The readability assessment of the assessment sheet was conducted by two teachers of dance and cultural arts subjects who evaluated the *Remo Putri Gaya Tawi* dance material during Teaching Modules 5 to 8. The results of the teachers' assessment showed an average score of 80%, indicating that the assessment sheet met the practical criteria for use in dance arts learning. Based on the quality of implementation, the assessment instrument was considered feasible and practical for assessing students' performance in learning *Remo Putri Gaya Tawi* dance. The data presented in Table 5 indicate that, across four meetings, teachers consistently provided positive responses to all components included in the teaching modules.

Furthermore, the teachers expressed strong agreement with the use of the Android-based mobile learning assessment sheet for *Remo Putri Gaya Tawi* dance. Their comments refassessment were well structured and appropriate; (2) the instructions and language used in the assessment sheet still required minor refinement to enhance clarity; and (3) the assessment sheet could be applied independently by students during practice sessions. These findings suggest that the assessment sheet effectively supports independent learning and performance assessment within the Android-based mobile learning environment [30].

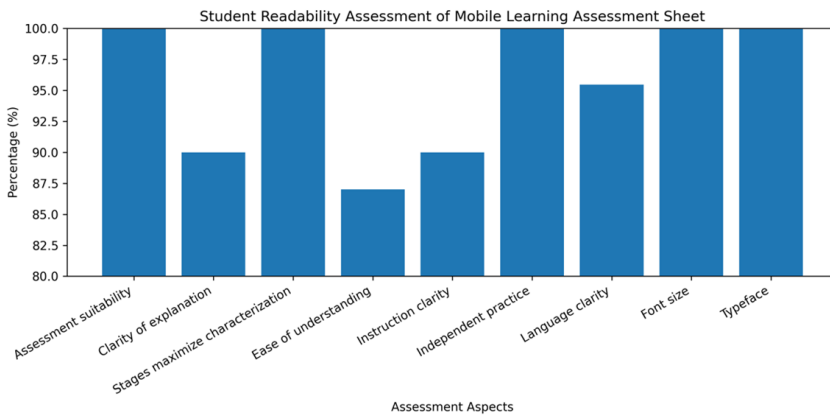
Subsequently, the readability assessment of the assessment sheet was also carried out by students. A total of 44 students from the trial class participated in this evaluation. The results of the student assessment, which reflect students' perceptions of clarity, ease of use, and applicability of the assessment sheet, are presented in Table 6.

**Table 6.** Assessment of the Readability of the Android-Based Mobile Learning Assessment Sheet for *Remo Putri Gaya Tawi* Dance by Students

| Description                                           | Assessment Criteria     | Number of Students | Percentage |
|-------------------------------------------------------|-------------------------|--------------------|------------|
| Filling in the assessment according to dance criteria | Appropriate             | 44                 | 100%       |
|                                                       | Inappropriate           | –                  | –          |
| Clarity of description and explanation                | Clear                   | 40                 | 90%        |
|                                                       | Unclear                 | 4                  | –          |
| Stages of appreciation can maximize characterization  | Clear                   | 44                 | 100%       |
|                                                       | Unclear                 | –                  | –          |
| Ease of understanding                                 | Easy                    | 39                 | 87%        |
|                                                       | Difficult to understand | 5                  | –          |
| Availability of assessment instructions               | Clear                   | 40                 | 90%        |
|                                                       | Unclear                 | 4                  | –          |
| Practice of appreciation can be applied independently | Clear                   | 44                 | 100%       |
|                                                       | Not clear               | –                  | –          |
| Language is easy to understand                        | Good                    | 42                 | 95.45%     |
|                                                       | Not good yet            | 2                  | –          |
| Font size                                             | Appropriate             | 44                 | 100%       |
|                                                       | Not appropriate         | –                  | –          |
| Typeface                                              | Appropriate             | 44                 | 100%       |
|                                                       | Not appropriate         | –                  | –          |

The participants in this assessment were students enrolled in dance and cultural arts subjects. The sample consisted of 44 tenth-grade vocational school students, with 22 students from Class X-A and 22 students from Class X-B. The results of the students' readability assessment of the assessment sheet showed very high percentage scores. Students provided positive feedback, stating that: (1)

the assessment sheet is very detailed in evaluating dance practice; (2) the stages outlined in the assessment sheet help accelerate training in the *Remo Putri* dance; and (3) the explanation of the assessment criteria for the *Remo Putri* dance is clear and easy to understand. These findings indicate that the assessment sheet for the *Remo Putri Gaya Tawi* dance demonstrates a high level of practicality and is very well suited for use in vocational school dance learning [4]. Figure 3 presents a visual summary of the students' readability assessment of the Android-based mobile learning assessment sheet for the *Remo Putri Gaya Tawi* dance.



**Figure 3.** Student Readability Assessment of Mobile Learning

### 3.2 Discussion

The findings of this study demonstrate that the Android-based mobile learning developed for the *Remo Putri Gaya Tawi* Dance exhibits a high level of practicality, both in terms of learning implementation and classroom application. The consistently high practicality scores across Teaching Modules 5 to 8 indicate that the learning design, instructional flow, and integration of mobile technology can be effectively implemented in vocational school dance education. According to [29], practicality refers to the degree to which an educational product can be used easily by teachers and students as intended. The results of this study align with this definition, as the learning modules were implemented smoothly without requiring significant adjustments from teachers or learners.

The high practicality observed in the learning implementation stages supports the principles of technology-enhanced learning, which emphasize usability, instructional clarity, and contextual relevance [31]. The perfect match percentages in the learning planning and mobile learning implementation phases suggest that the Android-based platform effectively facilitated lesson preparation and execution. This finding is consistent with previous studies indicating that mobile learning environments can enhance instructional efficiency and flexibility, particularly in practice-oriented subjects such as dance education [23], [19]. Moreover, the stable practicality scores during the learning implementation phase indicate that mobile learning supports active student engagement, allowing learners to access instructional videos, practice movements, and collaborate independently or in groups.

From a pedagogical perspective, the use of the Among Rasa learning model within the mobile learning environment strengthens the experiential nature of dance learning. Experiential learning theory emphasizes learning through action, reflection, and embodied experience [32]. The integration of structured learning phases—planning, implementation, evaluation, and reflection within the mobile application enables students to internalize dance movements cognitively and physically. This sup-

ports the notion that embodied learning environments are particularly effective in arts education, where movement, expression, and sensory engagement play a central role [7].

The findings related to the classroom atmosphere assessment further strengthen the evidence for the effectiveness of the developed learning model. The consistently "Good" classroom atmosphere across all modules, coupled with high levels of teacher enthusiasm and stable student engagement, suggests that the mobile learning application contributed to a supportive and motivating learning environment. In accordance with Self-Determination Theory [33], learning environments that nurture autonomy, competence, and relatedness are associated with increased student motivation and engagement. The Android-based mobile learning application supported these psychological needs by enabling students to practice independently, access clear instructional guidance, and collaborate with their peers. Moreover, the consistently high teacher enthusiasm observed across all modules plays a pivotal role in shaping a positive classroom climate and enhancing students' learning motivation [34].

In terms of readability, the results indicate that the mobile learning content and assessment instruments were perceived as clear, accessible, and user-friendly by both teachers and students. High readability scores for learning videos, language use, visual presentation, and navigation support Mayer's Cognitive Theory of Multimedia Learning, which emphasizes that well-designed multimedia materials can reduce cognitive load and enhance learning effectiveness [4]. The clarity of instructional videos and movement demonstrations enabled students to understand and practice dance movements accurately, reinforcing the importance of visual and multimodal representations in dance education [35], [36].

The readability of the assessment sheet further strengthens the practicality of the developed learning model. Teachers' evaluations indicated that the assessment criteria were generally clear, structured, and applicable, while students reported that the assessment sheet was detailed, easy to understand, and helpful in guiding practice [30]. These findings align with formative assessment theory, which highlights the importance of transparent criteria and clear feedback in supporting student learning and self-regulation [37]. The ability of students to apply the assessment sheet independently suggests that the mobile learning environment supports learner autonomy and reflective practice, which are essential competencies in 21st-century learning [20].

Overall, the results of this study indicate that the Android-based mobile learning for the *Remo Putri Gaya Tawi* Dance is not only practical but also pedagogically sound. The integration of mobile technology, experiential learning principles, and culturally grounded dance content contributes to meaningful learning experiences while supporting the preservation of local cultural heritage. These findings extend previous research on mobile learning by demonstrating its applicability in traditional dance education contexts and highlighting its potential to enhance engagement, independence, and instructional effectiveness in vocational schools.

#### 4. Conclusion

Based on the findings of this study, it can be concluded that the Android-based mobile learning developed for the *Remo Putri Gaya Tawi* dance is practical and feasible for use in dance arts instruction at vocational schools. Observations of learning implementation yielded an average practicality score of 80%, surpassing the established criterion ( $\geq 75\%$ ) and indicating that the learning activities can be effectively carried out in classroom settings. Teachers reported positive perceptions regarding the readability and clarity of instructional materials, the quality of the learning videos, and the alignment of the content with students' learning needs. Likewise, students perceived the application as user-friendly, engaging, and effective in facilitating both independent and collaborative practice of *Remo Putri Gaya Tawi* dance movements.

In addition, readability assessments of the evaluation instruments conducted by both teachers and students produced very high practicality scores, ranging from 80% to 98.45%. These results affirm that the assessment tools, learning implementation sheets, and instructional videos possess a high degree of practicality. This conclusion is further supported by expert judgments within the Among Rasa learning model, which also indicated high levels of practicality in learning implementation (97.6%), learning video usability (80%), and assessment sheet applicability (98.45%).

Overall, the Android-based mobile learning application oriented toward the Project-Based Learning (PjBL) model has proven to be practical, effective, and suitable for enhancing dance education at the vocational level. Beyond supporting the implementation of the Independent Curriculum, this digital learning media promotes learner autonomy, collaboration, and student appreciation of local cultural values through the integration of innovative educational technology.

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