"Ku Pantomime Wellmime" Digital Mobile Learning for Cultural Arts Subjects

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Abstract—This article shows the Effectiveness of Digital Teaching Materials for Theater Arts Subjects for Junior High School in the form of the Wellmime Technique-Based "Ku Pantomim" Android Application. These research instruments are interview guidelines, questionnaires, and observation sheets. The data is analyzed using the mixed method. The results and conclusions of this study show the effectiveness of development products by 79% with cryptic "interested" and practical, including: 1) andriod application usage book "Ku Pantomim" with syntax contained in learning design, 2) Adroid application "Ku Pantomim" and 3) Wellmime Pantomime Technique book in which integrated the principles of pantomime techniques.

Keywords—digital teaching materials, android application, Ku Pantomim

1 Introduction

One of the principles that must be considered by teachers in managing learning in order to provide learning experiences for students is to develop the ability to use science and technology. To realize these principles, teachers are obliged to improve teaching competence, creativity, and conduct self-evaluation. It is believable that time in education is very important. Children are ready at certain times to learn certain things, and teachers need to watch their students closely so that the right opportunities are available. The idea of readiness and timing is still important today (Noddings, 2012). Educational Philosophy Education is thought to have a purpose "out there," somewhere beyond the student's current interests and goals. Determined to avoid this view of education, he insisted that experience educates only if it produces growth—if, that is, students leave the experience more capable or interested in engaging in new experiences. Education in Indonesia is always changing according to the times and technology. This is indicated by the continuous improvement of the education curriculum in Indonesia. Slavin (2010).

It is concluded that the success of achieving student interest is systematically influenced by four factors, namely curriculum, technology in learning, learning process, and the combination of curriculum and learning process. The process of teaching

and learning activities during the COVID-19 pandemic is carried out online (online). This process provides opportunities for teachers to innovate in online teaching and learning activities.

Innovation is everywhere today. Organizations include the term innovation in their vision, mission, and purpose statements. Politicians regularly mention the term innovation in speeches. The position of chief innovation officer is becoming more commonplace. And innovation centers have sprung up on university campuses. Although the spread has attracted attention, it has resulted in innovation being cited as the most important (Kahn, 2018). The trend of mobile application applications is growing so rapidly, ranging from smartphones, tablet computers, to mini PCs. One that develops the operating system on mobile applications is Android. Android is a Linux-based operating system designed for touch-screen devices such as smartphones or tablet computers. Smartphones have become one of the most common and frequently used consumer goods, with owners spending more than three and a half hours per day on their devices with no sign of cutting back (Melumad & Pham, 2021). Smartphones as a Soothing Technology For one, like a small child's attachment object and light enough to carry around for use in a variety of contexts (eg, Lehman et al. 1992; Winnicott 1953), the smartphone is highly portable, allowing the owner to access its benefits almost always. Attachment objects also tend to have a tactile quality, with their benefit being primarily gained through physical touch—such as a child calming himself by gripping and stroking his teddy bear (eg, Busch et al. 1973; Lehman et al. 1992). Similarly, most smartphones are ergonomically designed to enhance and facilitate the user's touch experience with the device (e.g., Aquino 2016), and consumers must physically interact with their device via a touchscreen interface to access its benefits. similar to the highly personal nature of sticky objects (for example, children have their own safety blankets, pacifiers, or stuffed animals that they shouldn't share with others), smartphones are also very personal objects; for example, one's cell phone is rarely shared with others and is often highly customized Android application "Ku Pantomime" based on the Wellmime technique is a typical Indonesian pantomime method that combines modern techniques.

2 Literature review

Pantomime is an art that is present to create illusions, a dream comes true by talking and telling stories with another mouth (body and expression), bringing it into silence with a story without words, there are also unexpressed emotions. A story of suffering, a story of love, death and an attack of emotional turmoil (Lecoq, 58 in a lob, 2009:89). Pantomime is also termed like a poem heard, is an analogy of the spaces, the symbol of stilization demonstrated by the pantomime that describes the ignorance of reality. A good pantomime is how a pantomimer can go with anything, and make it believable by others. With movements close to nature, imitation of birds and it is a spoken word, if the pantomime player utters the word, then it is a shameful thing, because pantomime is a story and comic story (Chaplin, 118 in Kolb, 2009:90) The only difference is that as a mime, make clear actions and movements. perform by exaggerating an acting, performing more slowly than in real life, and focusing all attention (Feder, 1992:9).

Pantomime technique is a series of processes in taking mastery of pantomime, through sequences and procedures for managing the body and expression, as an acting manifestation for pantomime. The body is the decisive element, not the dialogue conveyed by pantomime. Emotion is the strengthening of communication of the body, which establishes synchronization between bodies, and this expression is dialogue (Erickson, 1964:64–70). With the interpretation of the actions delivered. Introduction, search, and formation. Such steps are carried out gradually and intensely the training process. In addition to the intensity at the exercise stage, pantomimers must also be sensitive to social situations and responsive to any social actions that occur around pantomimes. This pattern of sensitivity can be done by observing and reading problem spaces through mass media, books, the internet, and other supporting references that can be used as savings in pantomime and thematic techniques in composing mime scripts. With this knowledge, Pantomimer and his actors are expected to better understand about the role to be played by forging stages of ability, through a process of practice that is in accordance with the steps of mastering pantomime body techniques and pantomime expression techniques. Pantomimers can weigh the changes or transitions of the character to be played. Next is the introduction to the pantomime body, before reaching the pantomime technique, it is necessary to make an understanding of pantomime body construction so that in the search and formation it will be easier (Ricardz, 2013:105–153).

Validity and reliability of questionnaire/survey as a significant research instrument tool were reviewed [1]. Validity and Reliability of the Research Instrument; How to Test the Validation of a Questionnaire/Survey in Research Various types of validity were discussed with the goal of validity improving the skills and knowledge of survey validity tests among researchers. As discussed, there are four main validity test of the questionnaire namely; face validity, content validity, construct validity and criterion validity. Instruments used: validation of teaching materials used includes expert validation of materials and validation of media experts, and response questionnaires of teachers and students. After the teaching materials are declared valid, the teaching materials are tested in a limited manner at the school that has been determined as a research place. Then at this stage also done filling questionnaires by material experts and media experts to find out how high the feasibility of teaching materials made by researchers. This response questionnaire aims to find out the level of practicality of the teaching materials developed. The results of the validation of teaching materials show that they are valid and worth using in pictures 1 and 2. Here are the results of expert validation of materials and media.

Furthermore, the results of media and materials that are worthy of use in the Wellmime Technique-Based Android application "Ku Pantomim" are carried out to teachers in Surabaya and Tulungagung to find out the effectiveness of the teaching materials. The effectiveness of teaching materials is obtained from the response of duru and students. Teaching materials are a set or learning tools that contain learning materials, learning methods, methods, limitations, and ways of evaluating that are designed systematically and attractively in order to achieve the expected goal of achieving competence or subcompetence with all its complexity (Widodo and jasmadi in lestari 2013:1) 10.

Here is a table of teacher questionnaires used to find out the Effectiveness of Digital Teaching Materials for Cultural Arts (Theater) Subjects at the Junior High School Level in the form of the Wellmime Technique-Based "Ku Pantomim" Android Application.

Table 1. Teacher questionnaire

No.	Question
1.	Do teachers use teaching materials every online learning?
2.	Are the "Ku Pantomim" digital video teaching materials in accordance with the material?
3.	Do students use teaching materials completely?
4.	Do teachers use teaching materials outside of learning materials?
5.	Do teachers feel that they have never found teaching materials used by students?
6.	Do students use teaching materials properly?
7.	Do teachers use different tools?
8.	Do you understand the explanation by using the digital teaching material "Ku Pantomim"?
9.	Are the digital teaching materials "Ku Pantomim" Technique out of the context of the material?
10.	Do teachers use the same teaching materials?
11.	Is there a time entanglement when the teacher uses the digital teaching materials "Ku Pantomim"?
12.	Do students provide feedback according to the delivery of material using digital teaching materials "Ku Pantomim"?
13.	Does the use of "Ku Pantomim" digital teaching materials make students happy in online learning?
14.	Do students feel nervous when using "Ku Pantomim" digital teaching materials?
15.	Do students practice the material smoothly using "Ku Pantomim" digital teaching materials?
16.	Do "Ku Pantomime" digital teaching materials motivate students in online learning?
17.	Are there any difficulties the teacher has in using teaching materials during online learning?
18.	Are there students who do not participate in online learning?
19.	Are learning apps suitable for 8th graders?
20.	Have teachers ever used YouTube-based video teaching materials during online learning?

With the description of the response value of teachers and students 5: strongly agree, 4: Agree, 3: Disagree, 2: Disagree, and 1: strongly disagree.

3 Research methods

Education is relation. Buber does not expect isolated individuals to educate themselves, nor does he recommend systematic reform. Probably he would not have objected to systematic attempts to improve facilities and resources, but he would certainly have objected to the movements we now call "school reform." Insisting that all children study the same subjects, that all meet preset standards, that all teachers use a particular lesson form, or that all schools follow a national curriculum—all of these would be, for Buber, starting with the collectivity [2]. Philosophy of Education education was thought to have a purpose "out there," somewhere beyond the present interests and purposes of students. Determined to avoid this view of education, he insisted that experience iseducative only if it produces growth—if, that is, students leave the experience more capable or interested in engaging in new experience.

The research method is the process of systematically searching for and compiling data obtained from interviews, field notes, and documentation by organizing data into categories, breaking them down into units, synthesizing, compiling into patterns, choosing which ones are important to study. and draw conclusions so that they are easily understood by themselves and others This research is qualitative quantitative descriptive research from development or Research and Development (R & D) on teaching materials. The development of teaching materials in this research adapts the development research model of Plomp in Hobri (2009). This research was conducted at SMPN 39 Surabaya, SMPN 59 Surabayam SMPN 1 Kalidawir Tulungangung, and SMPN 2 Kalidawir Tulungagung. The research method used is testing the learner's learning outcome test to find out the interest of students who are excited and happy with the digital teaching material "Ku Pantomim" Wellmime Technique. After obtaining the response questionnaire data, the data is processed and then analyzed. Questionnaire is a technique of collecting data through forms containing written questions to a person or group of people to get answers or responses and information needed by researchers. (Mardalis: 2008:66).

Assessment of digital teaching materials Ku Pantomim Wellmime Application was carried out to The Class Guardian and Teacher VIII SMPN 59 Surabaya Andy Rahman Arif, S.Pd, Teacher SMPN 39 Surabaya Anggi Rahmawati, S.Pd, Teacher SMPN 1 Kalidawir Sudarto Budiono, S.Pd., M.Si and Teacher SMPN 2 Kalidawir Paringga Diptyangesti, S.Pd.

4 Result

Hjbjhj Validity explains how well the collected data covers the actual area of investigation (Ghauri and Gronhaug, 2005). Validity basically means "measure what is intended to be measured" (Field, 2005).

Based on the validation of the final stage by the validator of the digital teaching material "Ku Pantomim" Wellmime Technique has been appropriate and meets the criteria and can be used, then obtained the average results of digital teaching materials "Ku Pantomim" Techniques as follows:

$$Rata - rata\ (R) = \frac{55}{20} = 3.6$$

Based on validated obtainhvalidators obtained the average results of digital teaching materials "Ku Pantomim" Techniques as follows: R = Total value = average result of 20 The results obtained from the average of validators that validation of the digital teaching material "Ku Pantomim" Technique obtained an average of 3.75 so that the results obtained were feasible and valid.

The teaching materials developed in this development are in the form of digital teaching materials for android applications "Ku Pantomim" Wellmime Technique for 8th grader of Junior High School. Wellmime Technique "Ku Pantomim" android application consists of 3 levels that must be done by participants in the field starting from basic, intermediate and advanced and can be opened through the android application with the link given in wag and run through the android application adroid application "Ku Pantomim" Wellmime Technique. Students can dig up information about the material provided

through digital media to increase students' curiosity about the material. Because it is fun learning experience, student achievement also experienced a significant increase [3].

The result of the research is a review of the validity of the research results. Discussion of research results can be explained as the original thoughts of researchers to provide explanations and interpretations of research results that have been analyzed in order to answer questions in their research. So, the discussion of the research results is a discussion of the findings obtained. According to Ary (2007), the discussion of research results is the interpretation of research results related to hypotheses [4].

The results showed that the validation trial of the material expert assessment received an average of 3.66 with the Valid category, the assessment from media experts got an average of 3.75 with the Decent and Valid category, and the assessment of the teacher's response received an average of 3.65 with the Practical category.

Based on the results of research on digital teaching materials android application "Ku Pantomim" Overall Wellmime technique can be used in learning, Teacher Response 1: 3.6, Teacher Response II, 2.75, Teacher Response III: 3.9 and Teacher III response: 3.6 and Student Response by 79%.

Table 2. Results of teacher response questionnaire

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.	Is the "Ku Pantomime" Technique digital video teaching material in accordance with the material?	4	4	5	4
3.	Do students use teaching materials completely?	4	5	5	5
4.	Does the teacher use teaching materials out of the learning material?	2	2	1	2
5.	Does the teacher feel that they have never found the teaching materials used by students?	2	2	1	2
6.	Do students use teaching materials well?	4	4	5	5
7.	Do teachers use different tools?	4	4	5	5
8.	Do you understand the explanation by using the digital teaching material "Ku Pantomim" Technique?	4	5	5	5
9.	Is the digital teaching material "Ku Pantomim" Technique out of the context of the material?	2	2	2	2
10.	Does the teacher use that teaching material that's all?	2	2	1	1
11.	Is there a time attachment when teachers use digital teaching materials "Ku Pantomim" Techniques?	4	4	4	5
12.	Do students provide appropriate feedback to convey materials using teaching materials Digital "Ku Pantomime" Technique?	4	4	5	5
13.	Does the use of digital teaching materials "Ku Pantomim" Technique make students happy in Study online?	4	4	5	5
14.	Are students nervous when using teaching books? Digital "Ku Pantomime" Technique?	3	2	2	2

(Continued)

Table 2. Results of teacher response questionnaire *(Continued)*

No.	Question	Score			
		Teacher 1	**Teacher 2**	**Teacher 3**	**Teacher 4**
15.	Do students practice the material with a lacar using digital teaching materials "Ku Pantomim" Technique?	5	5	4	5
16.	Is the digital "Ku Pantomim" Technique to dimotovasi students on Online learning?	4	5	5	5
17.	Is there any difficulty for teachers to use teaching materials during Online learning?	4	4	4	5
18.	Are there any students who do not participate in online learning?	4	4	4	5
19.	What is a learning apk Suitable for class VIII students?	4	5	5	5
20.	Have teachers ever used youtube-based video teaching materials During online learning?	4	4	5	5
	Sum	73	75	78	82
	Average	3.65	3.75	3.9	4.1

Then the average response of the teacher as a whole is carried out as follows:

R = Total number = Result 20

The research showed that the assessment of learning outcomes is important and significant to all members of educational process (students, parents and teachers). Besides, parents feel that they are able to participate in the assessment together with teachers and they want to be considered as their partners. Thus all the above mentioned members / partners of the educational process should be included into the process of the assessment of students' progress and achievements [5].

Primary School Pupils' Self-Assessment: the Attitude of Students, their Parents and Teachers Respon/penilian guru adalah Teacher response and assessment can be seen in Table 5.7 Teacher Guardian class VIII Andy Rahman Arif, S.Pd gave a score with a score of 73 with an average of 3.6, Teacher SMPN 39 Surabaya Anggi Rahmawati, S.Pd gave a score with a score of 75 with an average of 3.75 which belongs to the Practical category. Smpn 1 Teacher Kalidawir Sudarto Budiono, S.Pd., M.Si gave a score of 78 with an average of 3.9 which belonged to the Practical category and SMPN 2 Kalidawir Paringga Diptyangesti Teacher, S.Pd gave a score of 82 with an average of 4.1 which belonged to the Practical category. The overall results of the teacher's recommendation on the use of the Ku Pantomim Technical Android application with a minimum score of 3.6 are declared practical, then the results of the teacher's response assessment are practical.

It is important to note that the role of the respondent is different from that of the usual mode of assessment where a mark is simply allocated for an assignment which is submitted just once. In this case, the respondent provides constructive and developmental feedback to students who are then expected to use these comments to revise their work, summative assessment [6]. Here are the student responses that researchers have done on Zoom Meet and the implementation of live trials. The data of the response of students at SMP 59 Surabaya, SMPN 39 Surabaya to digital teaching materials based on android Ku Pantomikm Wellmime Technique are as follows:

Table 3. Student response to developed teaching materials

No	Name	Question Number SMPN 59 Surabaya					Question Number SMPN 39 Surabaya				
		1	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**	**5**
1	R-1	5	4	4	4	4	5	4	4	3	4
2	R-2	3	3	4	3	3	3	3	3	3	3
3	R-3	3	4	2	3	3	3	3	3	3	3
4	R-4	4	4	5	5	5	4	4	5	5	4
5	R-5	4	2	3	2	3	4	4	3	4	4
6	R-6	4	4	4	5	4	5	4	5	3	5
7	R-7	3	3	4	3	4	3	3	3	3	3
8	R-8	4	3	4	4	3	4	4	3	3	4
9	R-9	4	4	3	4	4	4	4	4	3	4
10	R-10	4	4	4	5	3	4	3	4	4	4
11	R-11	3	3	3	4	4	4	4	4	3	4
12	R-12	4	4	4	4	4	4	4	4	4	4
13	R-13	4	4	5	5	5	4	4	5	5	4
14	R-14	4	2	3	2	3	4	4	3	4	4
15	R-15	4	4	4	5	4	5	4	5	3	5
16	R-16	3	3	4	3	4	3	3	3	3	3
17	R-17	4	3	4	4	3	4	4	3	3	4
18	R-18	4	4	3	4	4	4	4	4	3	4
19	R-19	4	4	4	5	3	4	3	4	4	4
20	R-20	3	3	3	4	4	4	4	4	3	4
21	R-21	4	4	3	4	4	4	4	4	3	4
22	R-22	4	4	4	5	3	4	3	4	4	4
23	R-23	3	3	3	4	4	4	4	4	3	4
24	R-24	4	4	4	4	4	4	4	4	4	4
25	R-25	4	4	5	5	5	4	4	5	5	4
26	R-26	4	2	3	2	3	4	4	3	4	4
27	R-27	4	4	4	5	4	5	4	5	3	5
29	R-28	4	3	4	4	3	4	4	3	3	4
30	R-30	4	4	4	5	3	4	3	4	4	4
	∑ per aspect	114	105	111	120	111	120	112	116	105	119
	Average	3.8	3.5	3.7	4	3.7	4	3.7	3.8	3.5	3.9
	Percentage	76%	70%	74%	80%	74%	80%	74%	78%	70%	79%
	∑ per aspect	114	105	111	120	111	120	112	116	105	119
	Percentage	76%	70%	74%	80%	74%	80%	74%	78%	70%	79%
	Average percentage	80%									
	conclusion	Interested									

The results of the student response questionnaire showed a percentage of 80% with kriteristic "interested" so that from the student response data above showed that students were interested in digital teaching materials based on android Ku Pantomim Wellmime Technique. Android is a software stack for mobile devices that includes an operating system, middleware and key applications. Digital describes electronic technology that generates, stores and processes data in two states: positive and non-positive. Positives are expressed or represented by the number 1 and non-positive by the number 0. Thus, data sent or stored with digital technology is represented as a string of 0 and 1.

The data on the response of students at SMPN 1 Kalidawir and SMPN 2 Kalidawir Tulungagung to digital teaching materials based on android Ku Pantomikm Wellmime Technique are as follows:

Table 4. Student response to developed teaching materials

No	Name	Question Number SMPN 1 Kalidawir					Question Number SMPN 2 Kalidawir				
		1	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**	**5**
1	R-1	5	4	4	4	4	5	4	4	3	4
2	R-2	3	3	4	3	3	3	3	3	3	3
3	R-3	3	4	2	3	3	3	3	3	3	3
4	R-4	4	4	4	5	5	4	4	5	5	4
5	R-5	4	2	3	2	3	4	4	3	4	4
6	R-6	4	4	4	5	4	5	4	5	3	4
7	R-7	3	3	4	3	4	3	3	3	3	3
8	R-8	4	3	4	4	3	4	4	3	3	4
9	R-9	4	4	3	4	4	4	4	4	3	4
10	R-10	4	4	4	4	3	4	3	4	5	4
11	R-11	3	4	3	4	4	4	4	4	3	4
12	R-12	4	4	4	4	4	4	4	4	4	4
13	R-13	4	4	5	5	5	4	4	4	5	4
14	R-14	4	2	3	2	3	4	4	3	4	4
15	R-15	4	4	4	5	4	5	4	5	3	5
16	R-16	4	3	4	3	4	3	3	3	3	3
17	R-17	4	3	4	4	3	4	4	3	3	4
18	R-18	4	4	3	4	4	4	4	4	3	4
19	R-19	4	4	4	5	3	4	3	4	4	4
20	R-20	3	3	3	4	4	4	4	4	3	4
21	R-21	4	4	3	4	4	4	4	4	3	4
22	R-22	4	4	4	5	3	4	3	4	4	4
23	R-23	3	3	3	4	4	4	4	4	3	4
24	R-24	4	4	4	4	4	4	4	4	4	4
25	R-25	4	4	5	5	5	4	4	5	5	4

(Continued)

Table 4. Student response to developed teaching materials *(Continued)*

No	Name	Question Number SMPN 1 Kalidawir					Question Number SMPN 2 Kalidawir				
		1	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**	**5**
26	R-26	4	2	3	2	3	4	4	3	4	4
27	R-27	4	4	4	5	4	5	4	5	3	5
29	R-28	4	4	4	4	3	4	4	3	3	4
29	R-29	4	4	3	4	4	4	4	4	3	4
30	R-30	4	4	4	4	3	4	4	4	5	4
	∑ per aspect	115	107	110	118	111	120	113	115	108	118
	Average	3.8	3.5	3.6	3.9	3.7	4	3.7	3.8	3.6	3.9
	Percentage	76%	70%	74%	80%	74%	80%	74%	78%	70%	79%
	Average amount Percentage	80%									
	Conclusion	Interested									

The results of the student response questionnaire showed a percentage of 79% with kriteristic "interested" and practical so that from the student response data above showed that students were interested in digital teaching materials based on android Ku Pantomim Engineering Wellmime.

5 Result

This research begins by identifying and collecting information about various conditions of the initial learning process that takes place in school. These initial conditions include the handbook used as a reference in teaching, the learning methods used, the teacher's understanding of learning and its application in the learning process, the teacher's understanding of constructivistic-oriented learning and its application in the learning process, the efforts made by teachers who in addition to improving student learning outcomes are also to improve students' critical thinking skills, and teaching materials used in the learning process. learning process. The next stage in this research is to compile and develop the various research tools needed. The results of the validation of the entire research device are material and media validation. Digital media is transforming teaching-learning processes. It is necessary to understand the new ecologies of learning that are developing in technological ecosystems [7]. Trialogical Learning as a Theoretical Framework in the Digital Ecosystem of a Maker Community: a Case Study Media [8].

How to enter the Digital Teaching Materials application of Cultural Arts Subjects (Theater) at the Junior High School Level in the form of Android Application "Ku Pantomim" Based on Wellmime Technique includes: Open the android application through the market app or play store on the device, then look for the application "Ku Pantomim" as in the image icon, then install and enter personal data. Make sure to have active email, Name, Phone Number, Email, School/Organization, NIS/NIK, Last Class/ Education and register.

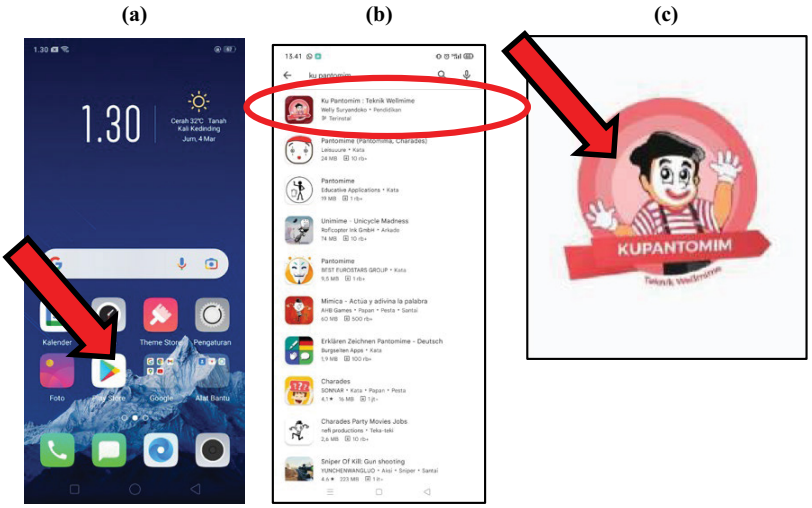


Fig. 1. Flow to install apps on personal devices (a) image showing the display on the device, (b) search for the application "Ku Pantomim", (c) display icon " Ku Pantomime"

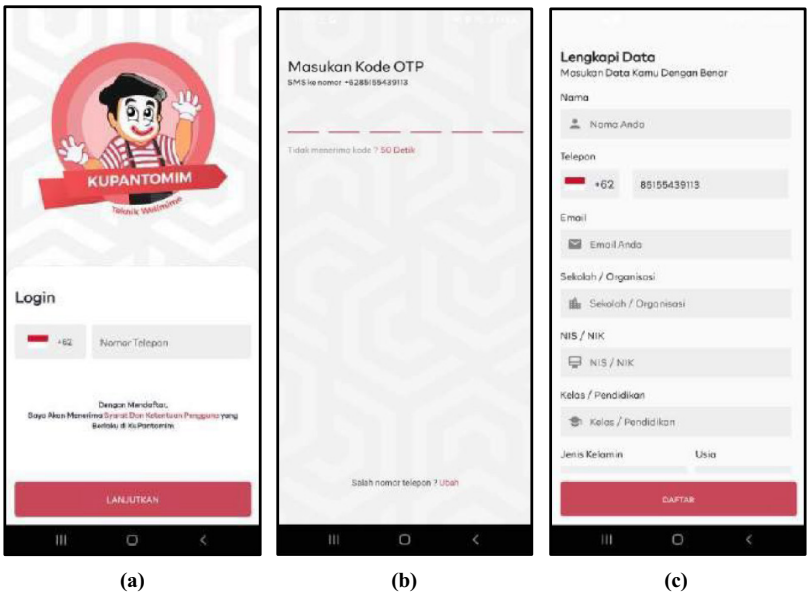


Fig. 2. Wellmime technique-based "Ku Pantomim" Android app sign-in flow (a) login page, (b) page enters code that in SMS, (c) data-completion page

To be able to enter on the home page you must register first. Here's how to register Enter your phone number on the login page. Make sure the number entered is an active phone number and it is recommended that the number is on the device used. The system

will automatically detect whether the number has been registered or not in the application, if it has not been registered as an account then after successful verification the application will redirect to the registration page. If the number used is already registered then the user will automatically enter on the home page as in the picture. Make sure the number entered is appropriate, when the number does not match it will return on the registration page. Click the "Continue" button and it will automatically switch on the verification page.

On the register page the system will detect your number, if your number has not been registered, you will be asked to register by completing the necessary data in the form of Name, Phone Number, Email, School/Organization, NIS/NIK, Last Class/Education, Gender, and Age. Click the "REGISTER" button to proceed to the home page.

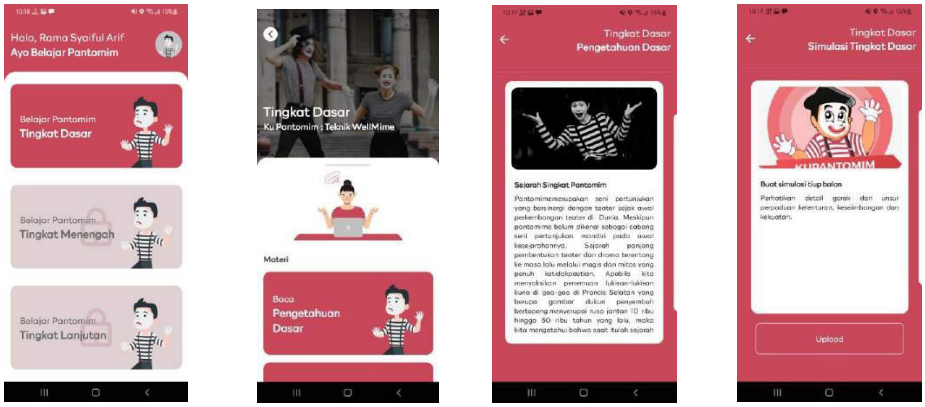


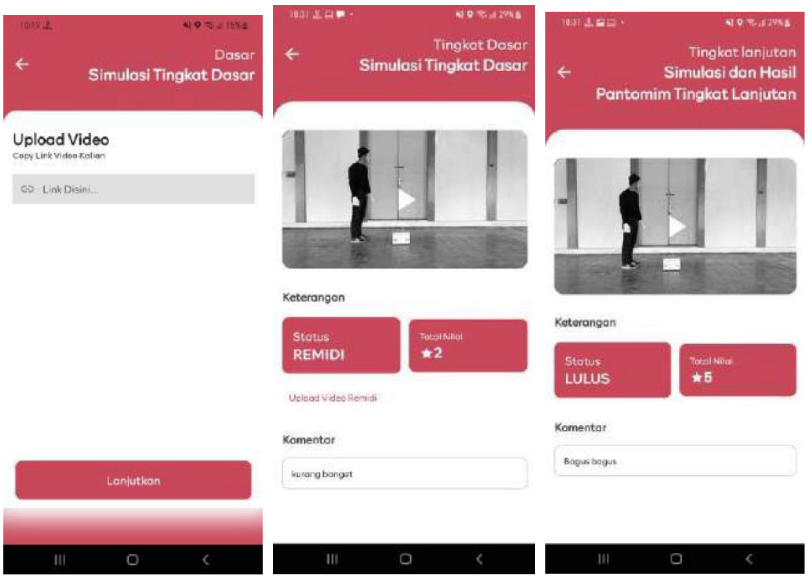
Fig. 3. "Ku Pantomim" app sign-in view
(a) learn tier options home page, (b) basic level options page,
(c) basic level simulation page, (d) basic level material page

The Home page on the list of levels that you can gradually access, starting with the basic level and there is a test to level up at the end of the chapter. Tap on the level you want to open according to the level that has been reached. On this page you can also access your profile by clicking the default photo icon at the top right. The Chapter page in picture 6 contains a list of existing chapters based on the level you selected earlier, to open the material you just need to tap on the desired chapter. The exam will be at the very end, this page will also display the status and test scores you have collected [9].

An image is a material page that displays the series of materials contained in the chapter you selected earlier. The material displayed may contain photos or videos of the material, the title of the material, and an explanation of the material. The video will start automatically when opening the page, otherwise it starts automatically you can tap the play button to start the video. The selected material can have more than 1 page, you can move to the next page by swiping to the right or left for navigation between pages.

An image is a material page that displays the material containing details of the task to be collected. You are required to make a video based on the requirements in this

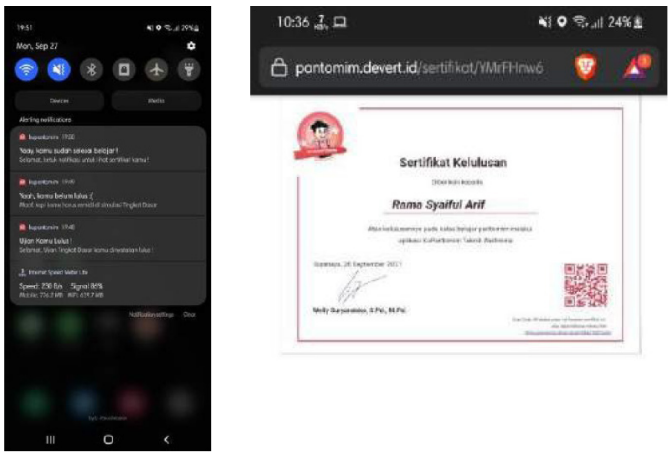
chapter, and the video is uploaded to youtube, and then copy the video link on youtube. If you are ready click the "Upload" button and move to the next page.



(a) **(b)** **(c)**

Fig. 4. (a) Task page, (b) displays the Tugas pass page, (c) Remidi tasks page

Picture six shows details about the tasks that have been collected at each level of learning, there are 3 task statuses, namely Not Assessed, Passed if you get a score of 4–5, and Remidi if you get a score of less than 1–3. When remidi you can re-collect the video by tapping the text "Upload Remidi Video".



(a) **(b)**

Fig. 5. (a) Task assessment notification page, (b) task certificate

The Ku Pantomim application will by default display a task assessment notification to provide information at each stage when it has completed the task and when it is declared to pass the final stage. Users can directly tap the notification button to open the app.

On the certificate of completion page displays a collection of certificates obtained after being declared to have graduated from the task. Certificates are equipped with QR codes to maintain the authenticity of the certificate and that the certificate provided is authentic and obtained through the actual learning process [10].

The teaching materials developed, prepared by paying attention to the guidelines for the development of teaching materials, so that all indicators of conformity and adequacy of teaching materials can be fulfilled. In addition, teaching materials are also prepared by paying attention to the completeness of constructivism-oriented teaching material components and the role of teachers as facilitators in accordance with constructivism learning. After the validation and revision stages are carried out on all research devices the next stage is to conduct limited trials. Limited trials are conducted to find out and look for shortcomings, weaknesses, obstacles and obstacles that may occur during the learning process. If the teaching materials have met the criteria for the effectiveness and practicality of eating research can be continued in the next stage, namely wide-scale trials.

The effectiveness of teaching materials is measured using 2 criteria, namely the response of teachers and students. The results of research on the effectiveness of teaching materials. Based on the results of research and data analysis, it was obtained that students on limited and wide-scale tests responded positively to the teaching materials developed. The positive response from students is caused because in the learning process students are not only brought to materials that are theoretical but also related to the daily life of students. Learning that connects the theory learned and its application in the form of technology, its impact on society and the environment is a form of learning efforts that are real and contextual. Learning will feel more fun and make students want to know more about the material being studied.

Students' interest in the learning process is something that is very important and cannot be underestimated. Most of the student's attention will be on the learning process if students are already interested in learning so that students will play an active role and give a positive response. This is in accordance with Dorun's thinking (2006) which states that the active role of students can make the learning process more enjoyable for teachers and students, and most importantly the active role of students can cause students to think critically. McCrae (2011) advises teachers that learning allows students to actively work through issues. These issues can be developed with learning where teachers can invite students to discuss from various starting points.

Based on the results of data analysis, it was obtained that there was an effectiveness of students' interest in the application. Students' positive response can be used as a benchmark that students feel more comfortable with the teaching materials used in the learning process. Most of the student's attention will be focused on the learning process because of students' interest in teaching materials and students will not quickly feel bored with the learning that takes place so that students' critical thinking skills can improve.

In the teaching materials developed there are materials that relate the meter that is being studied with the daily life of students. In addition, in teaching materials there are also materials and questions that can stimulate students to be actively involved in the learning process [9]. The components contained in teaching materials such as completeness of vision complexes, constructivism orientation and student critical thinking ability make it easier for teachers to actively involve students in the learning process. In line with Ahn and Class (2011) which adheres to social constructivism states that the process of knowledge building must be through active interaction between teachers and students,

This research begins byidentifying and collecting information about various conditions of the initial learning process that takes place in school [11]. These initial conditions include the handbook used as a reference in teaching, the learning methods used, the teacher's understanding of learning and its application in the learning process, the teacher's understanding of constructivistic-oriented learning and its application in the learning process, the efforts made by teachers in addition to improving student learning outcomes as well [12].

As explained in the background of the findings explain what teaching materials teachers apply during online learning, namely providing strengthening of pantomime skills provided through the Ku Pantomim engineering wellmime group android application. Therefore, researchers made one of the digital teaching materials, because it is very easy to do because the use of android applications is very easy to apply and not downloaded like WA, just encourage students to click live video can watch and follow the steps of pantomime learning at every level. Another thing shows the fact that no teacher has used the andoid application by sending a special application for certain learning to students for the media to deliver material during online, hybrid or offline. This can be used for one of the teaching materials to support learning because the Wellmime Technique Pantomime application helps provide material to learners. This application also includes many steps, pantomime practice according to the context of pantomic learning in cultural arts subjects. Students can perform well according to the stages that have been given and get good results in pantomime knowledge and practice.

6 Conclution

The teaching materials developed in this development are in the form of digital teaching materials for android applications "Ku Pantomim" Wellmime Technique for 8th grader of Junior High School. Wellmime Technique "Ku Pantomim" android application consists of 3 levels that must be done by participants in the field starting from basic, intermediate and advanced and can be opened through the android application with the link given in wag and run through the android application adroid application "Ku Pantomim" Wellmime Technique. This research is an R&D study with the ADDIE model which includes (analysis, design, deplopment, implementation, and evaluation) and this development only reaches the small group product trial stage at SMPN 59 Surabaya.

The results showed that the validation trial of the material expert assessment received an average of 3.66 with the Valid category, the assessment from media experts got an

average of 3.75 with the Decent and Valid category, and the assessment of the teacher's response received an average of 3.65 with the Practical category. Based on the results of research on digital teaching materials android application "Ku Pantomim" Overall Wellmime technique can be used in learning, Teacher Response 1: 3.6, Teacher Response II, 2.75, Teacher Response III: 3.9 and Teacher III response: 3.6 and Student Response by 79%.

7 Findings

The findings in this study are in the form of the unavailability of interactive practice learning through the Android application "Ku Pantomim" Wellmime Technique on the Development of Digital Teaching Materials of Theater Arts Subjects at the Junior High Level in the form of Android Application "Ku Pantomim " Based on Wellmime Techniques To Strengthen Online Learning And Pancasila Student Profile in Junior High School Students, from these findings. Can be used as the basis of a research on the development of digital teaching materials android application "Ku Pantomim" Wellmime technique resulting from this research can be used as teaching materials in the classroom or as a supplement for learners to learn independently.

To researchers or developers of the digital jar of android application "Ku Pantomim" other Wellmime Techniques, in order to use audio, as well as images that have a better resolution, so that the learning video is more interesting and not difficult to understand the content. The digital teaching material of the android application "Ku Pantomim" Wellmime Technique can be used as a reference or guideline in the preparation or development of the digital jar of the android application "Ku Pantomim" Wellmime Technique on other materials, so that the digital jar of the android application "Ku Pantomim " Wellmime Technique can be used as an additional learning teaching material for students, and to other researchers can continue.

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