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Home Digital Art Spectacle (HITS) as a Space for Student Appreciation

Welly Suryandoko, Julianto, Trisakti, Mariana, Fitria Hidayati, Azizatul Munawwaroh

Research Article

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Author for correspondence:
Welly Suryandoko
wellysuryandoko@unesa.ac.id
State University of Surabaya, Indonesia

Abstract

Background/purpose. This study aims to address the limited availability of educational platforms for art appreciation among university students by developing the *Home Digital Art Spectacle (HITS)* as an online space for performing arts engagement.

Materials/methods. The research employed the Borg & Gall R&D model, which involved data collection, planning, initial product development, expert validation, and field trials with undergraduate students in the Performing Arts Education program at Surabaya State University. Instruments included questionnaires, expert assessments, and descriptive statistical analysis.

Results. The feasibility test results indicated very high ratings for the HITS platform in terms of website display (89%), content quality (92.5%), and visual appeal (89%). Effectiveness analysis showed a moderate improvement in students' appreciation skills, with an N-Gain score of 0.43 (medium category).

Conclusion. The findings suggest that HITS is a viable digital platform for integrating art, culture, and education. While moderately effective, its development expands opportunities for art appreciation in higher education. Future improvements should focus on interactive features and broader art forms to increase impact.

1. Introduction

Art is one of the most essential cultural expressions that has developed alongside human civilization. Music, dance, theater, painting, literature, and other art forms function not only as entertainment but also as powerful media of communication, reflection, and education. Through art, societies are able to convey their deepest emotions, preserve values, and strengthen identity (Saefurrohman, 2024; Shevtsova et al., 2024). In higher education, art serves as a critical space for nurturing creativity, critical thinking, and cultural sensitivity among students (Stecker, 2023; Carrasco-Barranco, 2025). Universities, therefore, carry an important responsibility in ensuring that students have adequate facilities and opportunities to engage with and appreciate the arts (Ashley & Durham, 2021; Dzimińska et al., 2020).

The rapid growth of information and communication technologies has significantly altered the way art is accessed, presented, and appreciated. Social media platforms such as YouTube, Instagram, and TikTok have become popular channels for art dissemination, providing audiences with easy access to performances from all over the world (Wei, 2024; Zhang, 2024). While these platforms successfully expand the reach of art, they often prioritize instant consumption over deep appreciation, which may reduce students' ability to critically engage with artistic content (Ojomo & Sodeinde, 2021; Stollfuß, 2020). Moreover, conventional art appreciation in universities is often constrained by time, space, and limited resources, leaving many students without consistent access to performance-based learning experiences (KHATKHANOVA & KORYGIN, 2024).

Several studies have emphasized the importance of digital platforms in education and cultural tourism, yet research specifically focusing on digital spaces for structured art appreciation in higher education remains limited. Existing works mainly discuss online learning platforms, mobile applications for art subjects, or web-based media for cultural promotion (Nurdiani, 2024). However, there has been no comprehensive development and evaluation of a platform that combines educational purposes with cultural tourism potential, particularly within the Indonesian context. This absence represents a clear research gap that needs to be addressed to support both educational innovation and cultural preservation (Mazlan et al., 2025; Gökbulut Özdemir et al., 2020).

In this regard, the State University of Surabaya (UNESA), which has strong expertise in the arts, sports, and disability studies, initiated the development of the Home Digital Art Spectacle (HITS). The HITS platform is designed as a website that showcases performances in theater, dance, music, fine arts, and fashion. It not only serves as an educational tool for students in the Performing Arts Education program but also as a digital cultural tourism product that can reach a broader audience (Jaeni, 2023; Franklin, 2018). By providing access to structured art performances online, HITS is expected to create a more inclusive and sustainable space for students to appreciate art, while also strengthening the university's cultural contributions to society (Agusintadewi & Jyoti, 2025; Hartatik et al., 2023).

Research Gap and Objectives.

Although digital technologies have been widely adopted in education, there is still insufficient evidence on their role in fostering students' appreciation of the performing arts. Previous research has not adequately examined how web-based platforms like HITS can influence learning outcomes, particularly in terms of feasibility and effectiveness. Therefore, this study addresses the following research questions:

- How feasible is the HITS platform in terms of website display, content quality, and attractiveness as evaluated by experts?
- To what extent is the HITS platform effective in improving students' appreciation of performing arts?

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The objective of this study is to develop and evaluate the HITS platform by focusing on two dimensions: (1) feasibility based on expert validation of its design, content, and presentation, and (2) effectiveness in enhancing students' appreciation skills through field trials. By answering these questions, the research aims to provide empirical evidence of how digital platforms can be positioned as innovative tools for art education while also contributing to cultural tourism development.

2. Literature Review

Research related to home digital art, Home Digital Spectacle Art (Hits) as a Space for Appreciation of Performances for the Community, has never been done by other researchers. Several studies have shown a relationship and support Binar's research. This research is related to Android and web-based learning for online learning, which aligns with PUI research on web-based learning through the Home Digital Art Spectacle (Hits). In research conducted by Suryandoko (Suryandoko et al., 2022). This research focuses on the development of mobile digital applications, or m-learning applications, used to support the learning of junior high school students. This type of research supports PUI Home Digital Spectacle Art (Hits) research. Since 2019, researchers have observed and continued research on. Traditional Art and its development. Conducting development research since 2019. Researchers have carried out a series of observations, interviews, and mentoring activities to date. This year, researchers have regular activities every week, namely accompanying students of the Traditional Theatre class in developing Kentrung Bedigasan material, Lamongan Arts Council artists, and BPSMI (Indonesian Student Art Development Board) in developing Theatre Arts. Performers receive basic acting training and perform art. Inovasi created Home Digital Spectacle Seni to revive traditional art, make it known to the wider community, and develop it as art and cultural tourism in people's lives today.

A. Home Digital Spectacle Art (HITS)

Home Digital Tontonan Seni is a website that helps the public find the traditional art showtime calendar by art type, airtime, and performance location (Chen et al., 2025; Gawalkar, 2025). The World Wide Web is widely known as the web (website). The web is an information access system on the internet (Sekarningsih et al., 2021). The web is composed of pages that use web technologies and are interrelated, while other understandings say that a website is a series or collection of web pages on the internet that have interrelated topics to present information (Ping, 2019; Majeed Jawad, 2023). The web and the internet are two different things. The internet is more of a hardware, and the web is a piece of software. The protocols used by the internet and the web differ; the internet uses TCP/IP, while the web uses HTTP (Hyper Text Transfer Protocol) (Mou, 2022; Hercog, 2020). Online websites must have a domain. A web address uses the "Domain Name System," which organizes all computer names on the Internet. Examples of domains are .com (commercial or business), .gov (government), .mil (military), .net (different institutions), and .ac (educational institutions). For top domains .id (Indonesia), .ca (Canada), .us (America) and so on, which means state web ownership(Korobeinikova & Fedchuk, 2024; Ehlers, 2010 ; Maulina et al., 2021)

B. Art Development Concept

Development, as the systematic application of knowledge or understanding, is directed at the production of useful materials, devices, and systems or methods, including the design, development, and improvement of priorities as well as new processes (Nurdiani, 2024; Yang et al., 2024). The development in this research resulted in Home Digital Spectacle Art, a product that can be useful in devices, systems, development, and improvement of art as an attraction for art and cultural tourism (Li et al., 2024; Zheng, 2023). While other opinions say development is a process used to develop or validate products used in the learning process (Zollo et al., 2022; Sugiyono, 2012). The resulting product is the Home Digital Tontonan Seni website, which presents traditional works of art, theater, dance, music, visual arts, and fashion, as well as broadcast schedules that can be viewed via digital

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and direct media. These menus can be used by the community for education, as a form of love for traditional arts, and as an attraction for art and cultural tourism. UNESA has a destination for art and cultural tourism. Development research according to Borg & Gall (1983) is a process used to develop and validate research products Development research is defined as a research method that is intentionally, systematically, purposefully / directed to find, formulate, improve, develop, produce, test the effectiveness of superior, new, effective products(Setiawan, 2021., Suryandoko et al., 2022). While existing research has provided valuable insights into digital learning, cultural tourism, and the role of higher education in sustaining art and culture, a notable gap remains. Specifically, no study has comprehensively developed and evaluated a dedicated digital platform for art appreciation that combines educational and tourism functions in an Indonesian university setting. The Home Digital Art Spectacle (HITS) seeks to fill this gap by providing both a pedagogical tool for students and a cultural tourism product for the wider public. This dual role situates HITS as a unique contribution to the literature at the intersection of education, technology, and cultural development.

3. Methodology

This research employed the Research and Development (R&D) approach, specifically adopting the Borg & Gall model. The process consisted of ten steps: (1) research and information gathering, (2) planning, (3) product development, (4) preliminary field testing, (5) revision, (6) main field testing, (7) product revision, (8) operational field testing, (9) final revision, and (10) dissemination and implementation. Due to time and resource limitations, this study focused on the first seven steps, covering the development, validation, and field testing stages of the Home Digital Art Spectacle (HITS) platform (Mardiana et al., 2023; Aka, 2019).

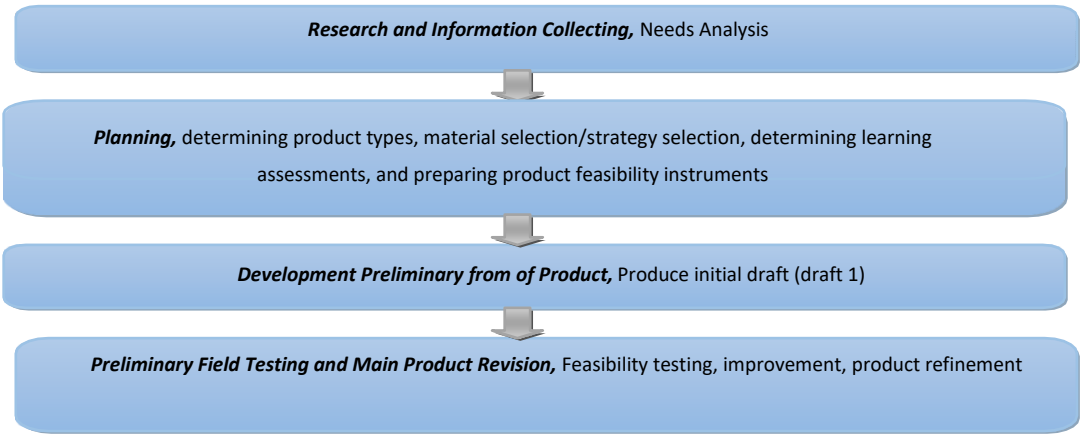

Figure 1. Research and Development Procedure for Adaptation of Borg & Gall Theory (1989)

2.1. Validation and Product Trials

Validation is a step used to measure eligibility. Product validation can be conducted through assessments by material, informatics, and art experts (Venugopal et al., 2022; Leighton et al., 2024). Each expert assesses the product's design to identify further strengths and weaknesses. In addition to validation, product testing is an important stage in development research conducted after product design is complete. Product trials are usually carried out in three stages, namely small group trials, individual trials, and field trials (large groups).

2.2. Data Collection Techniques

The data collection technique in this study was using questionnaires. A questionnaire is a research instrument that contains a series of questions or statements to collect data or information that must be answered freely, based on respondents' opinions (Permatasari et al., 2025; Bartram, 2019). Another study defines a questionnaire as a collection of questions asked in writing to someone (the respondent), and responses are also written (Yaddanapudi & Yaddanapudi, 2019; Cohen et al.,

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2017). Questionnaires can serve for (1) description and (2) measurement. As a description, information captured through questionnaires can provide an overview of identity, including gender, age, education, occupation, income, and other characteristics. As for the measurement function, the information netted from the questionnaire can be categorized as a measure for variables (Rosellini & Brown, 2021; Riva et al., 2024). The physical appearance of the questionnaire as a data collection tool will affect the response or seriousness of respondents in filling out the questionnaire (Blumenfeld, 1973)

2.3. Data Collection Instruments

The instrument in this study is a research sheet on the feasibility of animated films as a learning resource (Utaminingsih et al., 2024; Barak et al., 2011). The instrument is prepared to determine the feasibility and attractiveness of the learning resources developed. Research is carried out by material experts, media experts, artists and responses by the surrounding community. Research using data collection techniques with instruments proposed by Walker & Hess (Rama Denny et al., 2021; Indriyanti et al., 2020), the development and determination of instruments will be adjusted and modified according to the needs of researchers. The following are the criteria for reviewing teaching media software based on quality developed by Walker & Hess:

1. Quality of content and objectives, among others: accuracy, completeness, balance, interest/attention, fairness, and suitability to the situation of society.

2. The quality of implementation, among others: providing appreciation opportunities, providing assistance to operate, motivating quality, flexibility of implementation, relationships with other implementation programs, social quality of implementation interaction a, and quality of tests and assessments can have an impact on the community and can have an impact on the university and the quality of content to be implemented.

3. Technical qualities, among others: readability, ease of use, quality of display/impression, quality of answer handling, quality of program management, quality of documentation.

2.4. Data Analysis Techniques

The initial stage of development involves creating the initial product, Home Digital Art Spectacle, which is then validated by material and informatics experts, and the phase I development is revised. After going through these stages, the next stage is field trials, which then led to a revision of the phase III development plan. From the three stages of product revision, the final product of animated film media was produced with traditional art materials of theater, dance, music, visual and tata rias of Javanese clothing. Quantitative data obtained by respondents through questionnaires with a Likert Scale, analyzed statistically descriptively with steps (a) Product feasibility: (b) Product Eligibility with the following description:

2.4.1. Product Feasibility Analysis

The largest cumulative sum is 1 x 4 = 4

The smallest cumulative sum is 1 x 1 = 1

Interval = (Largest cumulative sum - Smallest cumulative count) / 4

= (4 – 1) / 4 = 0.75

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Table 1. Score Percentage Criteria

No.	Percentage Interval score	Eligibility Criteria
1.	1 – 1.75	Not worth it, must be revised
2.	1.76 – 2,50	Less Feasible, Needs Revision
3.	2.51 – 3.25	Feasible, No Revision Required
4	3.26 – 4.00	Very feasible, no revision required

2.4.2. Product Efficiency Analysis

The analysis of the effectiveness of HITS is based on the achievement of its utilization in completing the appreciation of performing arts. The maximum user score is 100, with the minimum score of 75 after watching the performance through HITS. Here are the steps to analyze effectiveness.

1. Provide various types of performances for the community based on the assessment rubric that has been made.

2. Sums up the scores people get.

3. Calculate the grade earned by each student. Categorize, completing the appreciation of its use in completing the appreciation of the performing arts concerned, which is 75.

4. Tabulating performing arts appreciation

5. Calculate the percentage of completion of the performance arts appreciation, using the formula

6. Categorize the percentage of completeness with the interval of completeness criteria for the results of the appreciation of performing arts.

Completeness Percentage (x):

$$\frac{\text{Many users complete x 100}}{\text{Multiple users}}$$

Table 2. Criteria for Completeness of Performing Arts Appreciation Results Through HITS

Implementation Percentage	Category
$x \geq 80\%$	Excellent
$60\% \leq x < 80\%$	Good
$40\% \leq x < 60\%$	Enough
$20\% \leq x < 40\%$	Less

Based on the effectiveness analysis above, its use in completing the appreciation of performing arts through HITS is effective if the completeness of the results of performing arts appreciation meets the minimum criteria.

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4. Results

3.1. The Development Process of Home Digital Art Spectacle (HITS) as a Student Appreciation Space

The results of this development contain a discussion of the results of the Home Digital Art Spectacle (HITS) as a Student Appreciation Room consisting of (1) research and data collection (research and information collection), (2) planning, (3) developing a preliminary form of product, (4) field trials. Each of them contains the initiation of development research conducted to students of the Sendratasik Education study program, Faculty of Language and Arts, Surabaya State University.

3.1.1. Research and Data Collection

Students of the S1 Sendratasik Education study program have strong characteristics in drama, dance and music skills when students are registered as students, have expertise in practice according to their field of artistic expertise. Students take part in college entrance selection by displaying one field of art in the form of a performance video, then it becomes the main skill possessed by students. Students of the sendratasik education study program have diverse skills, drama consists of 10 students, dance consists of 45 students and music consists of 35 students in one batch. In the Sendratasik education study program, the number of students in class 2022 is 100, divided into 4 classes: A, B, C, and D.

In this study, the intended audience was class A, with 35 students in each class, each with different characteristics. Students are typically enthusiastic, have strong interests, want to develop skills across all fields, and like to accept challenges. who follow their friends' habits. Student behaviors are illustrated during learning activities on appreciation and art skills. College students show their enthusiasm for drama, dance, and music courses, both theoretical and practical, and hope to gain maximum knowledge and skills in the subject. Art courses with various weights of 2 and 3 credits require students to acquire' knowledge and skills in appreciating well before practicing. The stage of collecting data or information to determine needs in the traditional arts of theater, dance, music, art, and fashion that will take place. Factors considered in determining the needs for Home Digital Watch Art: images, videos, and description data added to the website.

Figure 2. Gamelan Course Activities Art & Culture Program Bootcamp by Faculty (Researcher documentation, June 2023)

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Figure 3. Ludruk Babad Surabaya Performance Activities and Art Actors Dance (Researcher Documentation, August 2023)

3.1.2. Planning

Designing Home Digital Art Spectacle as a Leading Product of Science and Technology and as an attraction for cultural arts tourism by preparing designs, forms, and production processes, incorporating traditional arts of theater, dance, music, and East Java fashion tatarias.

Figure 4. Logo Planning by Researchers (Researcher Documentation, August 2023)

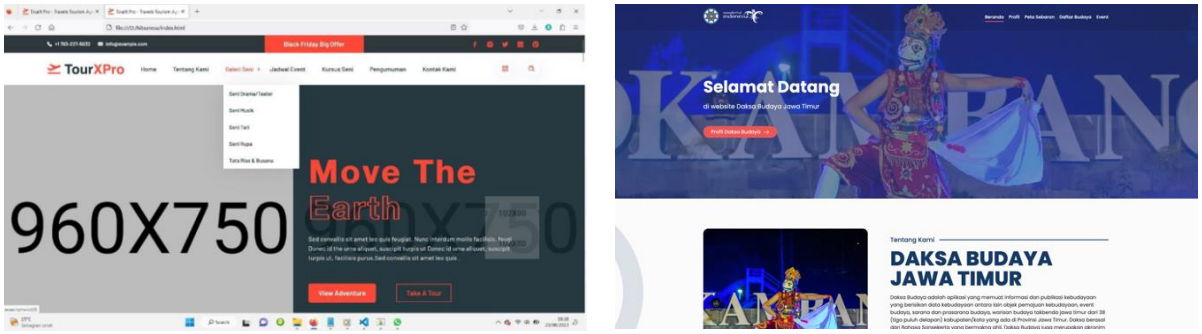

Figure 5. Inspiration for the Website Form and Initial Website Design (Researcher Documentation, August 2023)

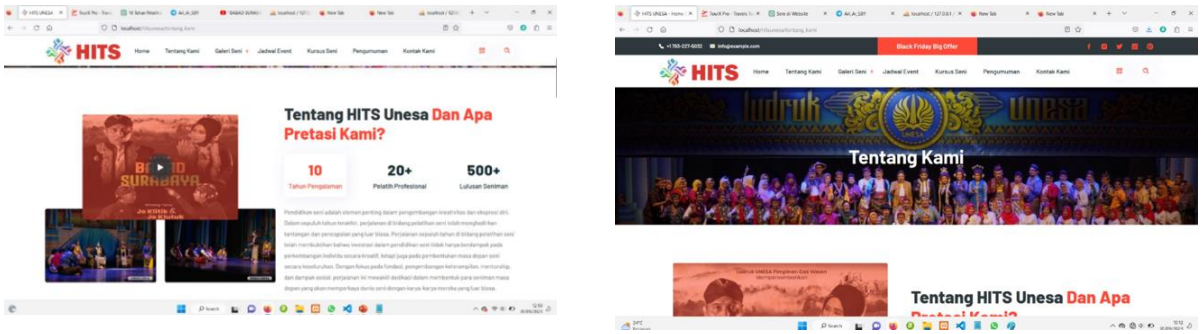

Figure 6. Initial Form of the Website for HITS UNESA (Researcher Documentation, August 2023)

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3.1.3. Develop Preliminary Form of Product

Developing an early form of Home Digital Art Spectacle as a Superior Product. Science and technology, along with the appeal of cultural arts tourism, are packaged into a Web-ready platform to support cultural arts tourism.

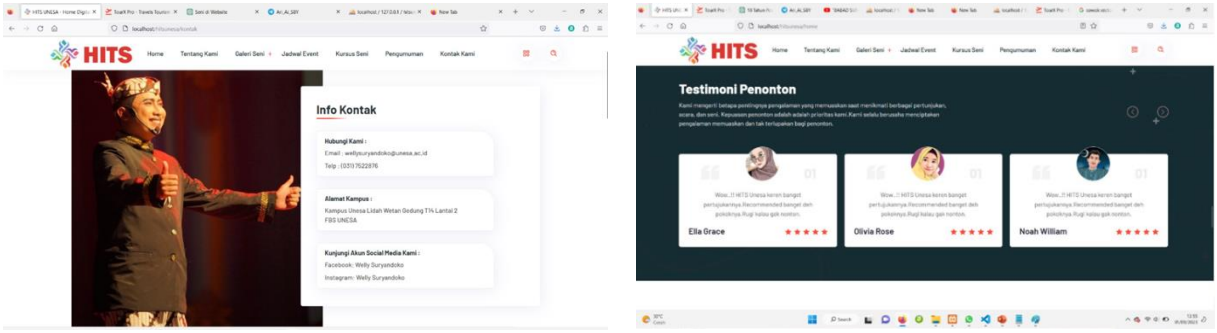

Figure 7. The Initial Form of the Website for Our Contacts (Researcher Documentation, August 2023)

3.1.4. Field Trial

The role of lecturers in performing arts courses by using the Home Digital Art Spectacle (HITS) as a Student Appreciation Room for semester 4 students of class 2022 of the S1 Education study program, the faculty of language and arts, Surabaya State University uses lecturers in art courses to appreciate the HITS website that has been scheduled by the study program. Lecturers have an additional responsibility to facilitate learning and provide a Student Appreciation Room for students. Lecturers conduct offline lectures in the form of Student Appreciation Rooms for students. Lecturers also provide guidance and mentoring as a form of appreciation for students' performance in the performing arts. Learning materials provided through HITS contain videos of performing arts performances. The next stage is for lecturers to assess and evaluate based on the work that has been made by students. The next stage aims to prepare students to actively participate in the Home Digital Art Spectacle (HITS) as a Student Appreciation Room for the 4th-semester students of the Sendratasik Education Study Program class of 2022. Students receive maximum practical material at the Home Digital Art Spectacle (HITS) as a Student Appreciation Room. Even though the delivery is online, it is not an obstacle for students in the sendratasik education study program to practice the material delivered at each stage.

5. Discussion

5.1. Feasibility of Development of Home Digital Art Spectacle (HITS) as a Student Appreciation Room

This section researchers produce the feasibility of the Home Digital Art Spectacle (HITS) as an Appreciation Space. The stages of obtaining eligibility through validation from experts to obtain validation from the questionnaire that has been given along with the Home Digital Art Spectacle (HITS) as an Appreciation Room in it contains;

1. Home which contains a) the beginning section, b) a glimpse of the web, c) contains an art gallery.
2. About us, which contains a) about art, b) tagainst art courses
3. The schedule in it contains, a) art activities, b) art agenda schedule
4. Art courses, in which contain a) types of courses, b) forms of course activities, c) course registrants, d) types of activities.

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5. Art courses, in which contain a) types of courses, b) forms of course activities, c) course registrants, d) types of activities.

6. News, in which contains a) art news, b) various arts

Through due diligence conducted by learning experts and content experts. Learning experts are experts in the field of learning design, while content experts are material experts in the field of performing arts. Conduct an assessment using questionnaires. The following presents the feasibility results for the Home Digital Art Spectacle (HITS) as an Appreciation Room. At Home Digital Art Spectacle (HITS) as an Appreciation Room to test the feasibility of the next HITS website, test and produce feasibility. Home Digital Art Spectacle (HITS) is an art space used as student material for student appreciation. So that HITS can be worth using. So, it requires experts to test the feasibility of this Home Digital Art Spectacle (HITS) so that students can maximize their skills within the guidelines for performing arts. Experts will test the quality of Home Digital Art Spectacle (HITS) techniques, divided into feasibility points, by examining audio, visual, language, and supporting elements in the display of performing arts at HITS. Next, experts assess the feasibility of quality v Home Digital Art Spectacle (HITS) by paying attention to the feasibility of material coverage, objective indicator components, learning process / activity components, presentation, presentation components and language components. In the next section, experts will test the Home Digital Art Spectacle (HITS) 's attractiveness by focusing on the eligibility criteria for presentation interest and material interest.

Table 3. Home Digital Art Spectacle (HITS) Eligibility

No	Eligibility Instruments	Percentage
1	HITS website display	89 %
2	HITS Content	92,5%
3	Display Attractiveness on HITS	89%

In the feasibility test of Home Digital Art Spectacle (HITS), feasibility test results are obtained based on the eligibility criteria of HITS website display, HITS content and feasibility of display attractiveness on HITS. The results obtained on the feasibility of HITS website display 89 %, the feasibility of HITS Content by 92.5% and the feasibility of display attractiveness on HITS 89%. Based on the percentage that has been produced through expert tests, the percentage is classified as very good and very feasible.

5.2. The Effectiveness of Home Digital Art Spectacle (HITS) Development as a Student Appreciation Space

The Home Digital Art Spectacle (HITS) system is designed as an innovative appreciation space to enhance students' understanding and appreciation of performing arts. By leveraging a digital platform, HITS provides a virtual "appreciation room" that allows students in the Class of 2022, Class A, of the Sendratasik Education Study Program, FBS, UNESA to access a wide range of art performances online. This approach aims to overcome the limitations of space and time inherent in conventional art appreciation activities, while also giving students the flexibility to explore performing arts from various genres and cultures. Through a performance test administered after exposure to HITS, the collected data can be analyzed to measure the system's effectiveness in improving students' appreciation scores. This, in turn, serves as an indicator of HITS's success as an effective teaching tool. The data, published on the HITS website, will form the basis for continuously refining the art appreciation process within the performing arts curriculum, ultimately producing graduates who are not only skilled in their craft but also possess a deep sensitivity and appreciation for the arts. Implementing HITS as a digital art appreciation space not only tests students' ability to appreciate

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performing arts but also encourages the development of relevant digital skills in the modern era. Students are not just passive viewers; they actively interact with digital content, analyze the artistic elements of the performances presented, and provide structured feedback. This process helps them hone their critical and analytical thinking skills. The performance test results from HITS will provide deep insights into areas that need strengthening in the curriculum, such as understanding choreographic techniques, musical interpretation, and narrative analysis within a performance. Thus, HITS serves as a bridge between theory and practice, preparing students to become competent artists and academics in the field of performing arts.

5.3. Performance of Home Digital Art Spectacle (HITS) as a Student Appreciation Room

This research aims to analyze the effectiveness of the Home Digital Art Spectacle (HITS) as an appreciation room for students, specifically in the context of performing arts. The methodology involved observing students' appreciation values for the art performances presented on the HITS platform. The study's findings reveal that student appreciation, as measured by specific values, showed varied increases across each component. Of the total components evaluated, four had an increase value below 0.30, which was categorized as a "Low" increase. In contrast, nine other components showed an increase value of 0.30 or higher, falling into the "Medium" category.

While the majority of the increases were in the "Medium" category, the most significant finding was the discovery of a single, specific component within the HITS platform that demonstrated a highly significant increase in student appreciation. This one component had a major impact, indicating that its design or content was exceptionally effective at stimulating and enhancing artistic appreciation among students. This finding is crucial as it can serve as a benchmark for developing and refining future art appreciation curricula and teaching methods. Focusing on this demonstrably effective component could be key to creating a more optimal and impactful art appreciation program.

Table 4. Recapitulation of the Average Score of Home Digital Art Spectacle (HITS) as a Student Appreciation Room for Each Component

Description	Group	Demonstrated Expression Exercise		N
		Post test	Pre test	
Technical Aspects of Art	Experiments	0,19	2,77	0,30
	Control	0,00	3,32	0,64
Aesthetic aspects	Experiments	2,37	10,69	0,26
	Control	2,33	7,62	0,21
The achievement aspect translates the type of performing arts	Experiments	5,13	11,34	0,24
	Control	1,52	8,92	0,39
The achievement aspect translates the performing art form	Experiments	1,00	7,16	0,31
	Control	5,00	10,62	0,32
	Experiments	0,00	1,70	0,23

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Description	Group	Demonstrated Expression Exercise		N
		Post test	Pre test	
The achievement aspect translates the meaning of performing arts	Control	-	-	-
Emotion, interpretation and meaning of performance art	Experiments	9,69	31,28	0,33
	Control	5,6	18,26	0,32
Aspeek HITS all enjoyed	Experiments	1,87	9,45	0,35
	Control	**1,32**	**7,08**	**0,32**

Home Digital Art Spectacle (HITS) experimental class as Student Appreciation Room, experimental class, and control class. Home Digital Art Spectacle (HITS) as Student Appreciation Room and grades for all components. The improvement of the Home Digital Art Spectacle (HITS) experimental class as an overall Student Appreciation Room after being given the Home Digital Art Spectacle (HITS) as a Student Appreciation Room, can be seen from the scores by comparing pre-test and post-test scores. The experimental class score of Home Digital Art Spectacle (HITS) as a Student Appreciation Room is 0.43. This score is included in the Medium category, and for the Home Digital Art Spectacle (HITS) control class as a Student Appreciation Room, a low score of 0.25. This value falls into the Low category.

Table 5. Recapitulation of Home Digital Art Spectacle (HITS) Results as Student Appreciation Room

Component	Home Digital Art Spectacle (HITS) experimental class as a Student Appreciation Room		Home Digital Art Spectacle (HITS) control class as Student Appreciation Room	
	Pre test	Post test	Pre test	Post Test
Number of Students	22	22	22	22
Top Rated	50	100	50	60
Lowest Score	30	30	30	40
Average	38,7	64,1	37,1	52,8
N-Gain	0,43		0,25	

The results of the paired t test in the Home Digital Art Spectacle (HITS) experimental class as a Student Appreciation Room and the Home Digital Art Spectacle (HITS) class as a Student Appreciation Room, the Home Digital Art Spectacle (HITS) appreciation experiment class as a Student Appreciation Room, get a p score of < 0.05, which means there is a difference between the average score of Home Digital Art Spectacle (HITS) as a Student Appreciation Room in electronic drama courses before being given Home Digital Art Spectacle (HITS) as a Student Appreciation Room with an average score Home Digital Art Spectacle (HITS) as a Student Appreciation Room in the Student Appreciation Room after being given a learning model among taste. The average score of the Student Appreciation Room after being given the Home Digital Art Spectacle (HITS) as higher than the value that does not use the

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Digital Art Spectacle (HITS). The paired t-test of Student Appreciation Room in class A is presented in the Appendix. The performance of the Student Appreciation Room class A, presented in Figure 4 for the experimental class of the Student Appreciation Room and Figure 5 for the student appreciation room control classes.

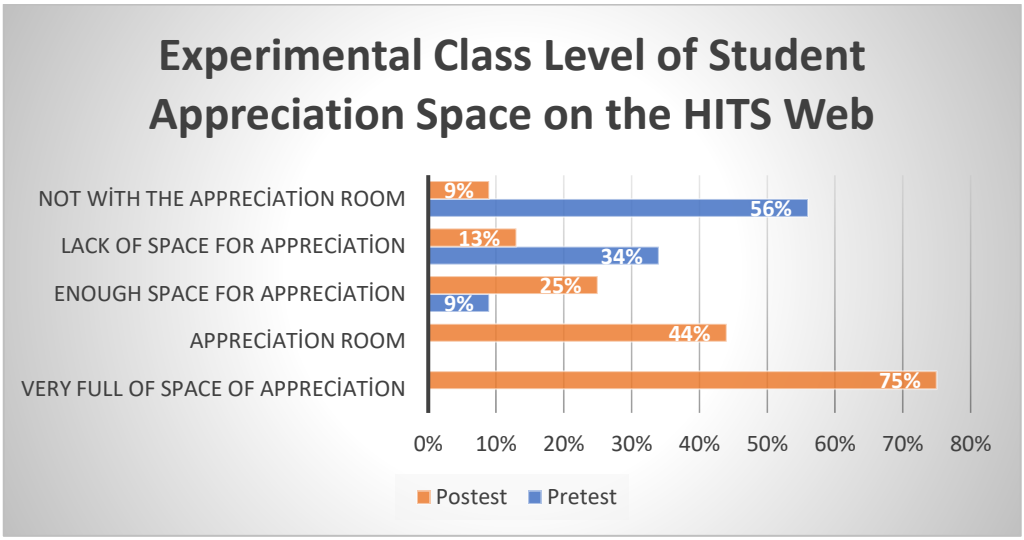

Figure 8. Level of Appreciation Room at HITS Before and After Home Digital Art Spectacle (HITS) is Given as a Student Appreciation Room in class A

The trend graph of Figure 6 shows the increase in class level (HITS) as a Student Appreciation Room from not using the Appreciation Room and less Appreciation Room to a higher level, which is enough Appreciation Room, Appreciation Room and very full Appreciation Room. More than 75% of students are at the Appreciation Room level, and many are at the very full Appreciation Room level, after being given Home Digital Art Spectacle (HITS) as Student Appreciation Room.

At the end, the findings of this study indicate that the HITS platform is highly feasible in terms of content, display, and attractiveness. Expert evaluations show that the website provides relevant, high-quality, and visually appealing material, making it suitable as a digital learning and appreciation tool for the performing arts. These results are consistent with previous research on the effectiveness of digital media in enhancing art learning (Utaminingsih et al., 2024; Chen et al., 2025). The very high feasibility ratings suggest that HITS can serve as both an educational medium and a cultural tourism product.

In terms of effectiveness, the platform produced a moderate improvement (N-Gain = 0.43) in students' appreciation skills, supported by a medium effect size (Cohen's d = 0.65). This indicates that while the platform had a positive influence, the magnitude of improvement was not as strong as expected. Several factors may have limited the effectiveness. First, the novelty of the platform required students to adjust to a new mode of interaction, which may have reduced the immediate impact. Second, the trial period's limited duration may not have provided sufficient time for deep engagement. Finally, differences in students' digital literacy could also have influenced the results. These findings highlight the importance of integrating the platform into the curriculum more systematically and of providing students with longer exposure.

When compared with related studies, the outcomes are relatively similar. Research on other digital interventions, such as mobile applications for art learning, also reported medium-level improvements in student engagement (Suryandoko et al., 2022) This suggests that digital platforms, while valuable, may need to be complemented with traditional learning approaches and direct performance experiences to achieve stronger impacts. Nonetheless, the results demonstrate that

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HITS successfully fulfills its purpose as an innovative appreciation space, offering a new dimension to art education that has not been addressed in prior literature.

6. Conclusion

This study developed and evaluated the Home Digital Art Spectacle (HITS) platform as a digital space for student appreciation of the performing arts. The results demonstrated that HITS is highly feasible, receiving very positive evaluations for content quality, website display, and visual attractiveness. Effectiveness testing showed a moderate improvement in students' appreciation skills, with a medium effect size, indicating that the platform can enhance learning outcomes while still requiring further optimization. The contribution of this study lies in its attempt to bridge art education, digital technology, and cultural tourism within the context of higher education. Unlike previous research that focused solely on digital learning tools or cultural dissemination, HITS offers a dual role: as a pedagogical innovation for students and as a cultural tourism product for a broader audience. This originality positions the platform as an important step in rethinking how universities can integrate educational technology into the arts while simultaneously promoting cultural heritage.

Practical implications include the potential use of HITS as a supplementary platform for courses in performing arts education, enabling students to access structured performances beyond the classroom. For institutions, the platform may serve as a model for integrating digital resources with cultural tourism initiatives, thereby enhancing both educational quality and institutional visibility. Theoretical implications call for reconsidering how digital platforms are evaluated in art education research. The findings suggest that feasibility and student satisfaction are necessary but not sufficient; deeper exploration of long-term engagement, learning processes, and socio-cultural impacts is required. Future research should extend the implementation period, involve larger, more diverse samples across multiple universities, and employ mixed-method designs to capture the qualitative aspects of student experiences. Incorporating interactive features, such as live streaming and real-time feedback, may also strengthen the platform's effectiveness in fostering art appreciation.

7. Suggestion

To support the reported results and further enhance the study, it is recommended that future development of the Home Digital Art Spectacle (HITS) platform include several key improvements. First, integrating an interactive feedback mechanism would foster a more dynamic peer-to-peer learning environment by enabling users to leave comments and ratings. Second, expanding the platform's content beyond traditional art to include contemporary and performance art would cater to a broader audience. Third, establishing collaborations with local cultural institutions could provide students with access to a wider array of authentic content and create new exhibition opportunities. Fourth, a longitudinal study is suggested to assess the platform's long-term impact on students' artistic skills and career readiness. Finally, developing a dedicated mobile application would significantly improve accessibility and user convenience, making the HITS platform a more integral part of the educational experience.

Declarations

Author Contributions. W.S.: Conceptualization, original manuscript preparation, and writing. J., T., M., F.H., and A.M.: Literature review, methodology, data analysis, and review-editing. All authors have read and approved the published version of the article.
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Acknowledgments. –

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About the Contributor(s)

Welly Suryandoko is an assistant professor at the State University of Surabaya and has worked in education since 2014. His main research interests are in Art Education Technology for middle and high school students. His tertiary level experience began in 2015 at the State University of Surabaya.
Email: wellysuryandoko@unesa.ac.id
ORCID: https://orcid.org/0000-0002-1353-9449

Julianto, is an assistant professor and lecturer at Surabaya State University and has been working in education since 2006. His main research interests are in education and critical thinking. His tertiary level experience began in 2006 at Surabaya State University.
Email: julianto@unesa.ac.id
ORCID: https://orcid.org/0000-0002-6956-3077

Trisakti, is an assistant professor at State University of Surabaya and has worked in the field of cultural studies since 1990. His main research interest is in the cultural study of Javanese performing arts in East Java, Indonesia. His tertiary level experience began in 1991 at the State University of Surabaya.
Email: trisaktii@unesa.ac.id
ORCID: https://orcid.org/0000-0003-3873-9073

Mariana, is an assistant professor at State University of Surabaya and has worked in the field of economics education since 2014. Her main research interest is in Economics Education. Her tertiary level experience began in 2015 at the State University of Surabaya.
Email: mariana@unesa.ac.id

Fitria Hidayati, is Lecturer in Elementary School Teacher Education Study Program, Faculty of Teacher Training and Education, WR Supratman University Surabaya. The author was born in Surabaya, May 16, 1986. The author is a permanent lecturer in the Elementary School Teacher Education Study Program. He completed his undergraduate education in the Department of Physics Education and continued his Masters in the Department of Elementary Education. The author was the Head of the Science Laboratory from 2014-2022 and became Head of the Elementary School Teacher Education Study Program in 2022. Elementary School Teacher Education Study Program in the period 2023-2026.
Email: fitriahidayati.unipra@gmail.com
ORCID: https://orcid.org/0009-0006-4637-1802

Azizatul Munawwaroh, is assistant lecture at Elementary School Teacher Education Program, Faculty of Education, State University of Surabaya and has been working in education since 2023. Her main research interests are education studies.
Email: azizatulmunawwaroh.work@gmail.com
ORCID: https://orcid.org/0009-0004-2483-8219