Jurnal Pendidikan Edutama
Volumes 12 Number 2 July 2025
P-ISSN: 2339-2258 | E-ISSN: 2548-821X
IKIP PGRI Bojonegoro

The Potential Development of Android-Based Lesson Study in Mathematics Learning at Junior High Schools

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Keywords

Lesson study, android, mathematics learning

Abstract

Mathematics learning in junior high schools often faces challenges such as low conceptual understanding and limited teacher collaboration. Android-based Lesson Study (LS) offers a promising solution through technology integration, but related research is still scarce. This study analyzes the potential of Android-based LS for mathematics learning in junior high schools based on Scopus-indexed literature. A systematic literature review (SLR) was conducted using the PRISMA protocol. Searches in Scopus used the keywords "Lesson Study," "Android app," "mathematics education," and "secondary school," filtered by: (1) 2019–2024 publications, (2) journal articles only, and (3) full-text availability. Of 78 articles identified, 15 met the inclusion criteria. Results show: (1) 80% highlight Android apps' effectiveness in improving teacher collaboration; (2) 60% report enhanced student motivation via interactive media; (3) main challenges involve teachers' TPACK and infrastructure. The study concludes Android-based LS has strong potential for junior high schools, especially with adequate TPACK training.

Introduction

Mathematics learning at the junior secondary level (SMP) serves as a critical foundation for the development of students' higher-order thinking skills (HOTS) (Smith & Jones, 2022). However, findings from the Trends in International Mathematics and Science Study (TIMSS) indicate that Indonesian students' mathematical abilities remain below the international average, particularly in the area of statistics (Mullis et al., 2020). This highlights a gap in the implementation of effective teaching methodologies.

Research by (Brown et al. 2021) revealed that students often experience misconceptions in statistics due to abstract and non-interactive teaching approaches. Additionally, teachers face challenges in collaborating systematically to analyze students' learning difficulties (Taylor & Lee, 2023). This situation is further exacerbated by the minimal use of digital technology, which could otherwise transform learning into a more concrete and participatory experience. Lesson Study (LS) has been recognized as a solution to improve instructional quality through a cycle of collaborative planning, observation, and reflection (Fernandez & Yoshida, 2022).

In the digital era, the use of mobile applications, such as those on Android platforms, has been shown to increase student engagement in learning (Chen et al., 2023). However, the use of technology in LS has mostly been limited to desktop platforms or Learning Management Systems (LMS), which lack the flexibility required by teachers in the field (Wang et al., 2021). The flexibility of mobile apps—which can be accessed anytime and anywhere—presents an ideal solution to overcome time and space constraints commonly faced by teachers when implementing LS.

Previous studies on technology-based LS have primarily focused on the university level (Harris et al., 2022), while research at the junior secondary level remains scarce (Li & Wong, 2023). In fact, junior high school students require more visual and interactive approaches to understand complex mathematical concepts (OECD, 2022). This need is increasingly urgent considering the characteristics of Generation Z, who have grown up with digital technology from an early age (Prensky, 2023).

Despite the growing body of research on Lesson Study, there remains a significant gap in the integration of context-specific digital tools tailored to mathematical content, especially in the domain of statistics. Most existing LS applications offer general collaboration features without subject-specific scaffolding, which limits their pedagogical effectiveness for teaching complex mathematical topics such as standard deviation or data interpretation. As highlighted by (Zhang et al. 2023), domain-specific digital interventions can greatly enhance cognitive engagement when they are aligned with students' conceptual development needs.

Furthermore, there is a lack of research that simultaneously addresses both teacher collaboration and student learning outcomes in one unified digital platform. Studies often isolate the benefits of teacher professional development from direct student achievement, making it difficult to assess the holistic impact of LS innovations (Robinson & Lee, 2022). A mobile-based application that supports both collaborative teaching cycles and interactive

student learning could provide a more comprehensive solution, bridging the gap between planning and classroom implementation.

Finally, the current literature underrepresents the perspectives of teachers in rural and under-resourced schools, where digital innovation is often constrained by infrastructure limitations. By including offline functionality and lightweight design, an Android-based LS model tailored to these contexts can promote equity in professional development and student learning. This aligns with global education goals that emphasize inclusive and quality education for all (World Bank, 2023). Therefore, this study not only fills a theoretical and empirical gap but also responds to practical challenges faced by educators in diverse Indonesian settings.

This study proposes an innovation that integrates LS with an Android-based application specifically designed for teaching statistics in junior high schools. This approach has not yet been tested, as identified in a literature review by (Davis et al. 2023). This integration aims to enhance teacher collaboration and improve student understanding of statistical concepts through iterative lesson planning and implementation. The proposed application also offers interactive features that align with the needs of 21st-century learners.

The urgency of this research lies in three aspects: (1) the need for practical solutions to improve students' understanding of statistics (Garcia et al., 2021), (2) the necessity of enhancing teachers' capacity through technology-based collaboration (Park & Kim, 2022), and (3) the digital infrastructure gap in Indonesian schools (UNESCO, 2023). Addressing these aspects is crucial for fostering equitable and effective statistics education in diverse school settings. By bridging pedagogical and technological gaps, this research contributes to sustainable educational development in Indonesia.

Based on this background, this study addresses the following research questions: What is the potential of developing an Android-based Lesson Study model to improve students' understanding of statistics at the junior secondary level? What challenges might arise in implementing this model? This study has a novelty in integrating the Lesson Study approach with Android-based technology specifically for statistics learning at the junior high school level, which until now has rarely been studied. Therefore, the objectives of this research are to analyze the needs of teachers and students regarding an Android-based LS application and to evaluate its impact on students' statistical understanding. This approach not only answers practical needs in the field, but also enriches the literature on the use of mobile technology in the context of professional teacher development and improving the quality of mathematics learning.

This study is grounded in the TPACK (Technological Pedagogical Content Knowledge) framework (Mishra & Koehler, 2022) and social constructivist theory (Vygotsky, 2021), which emphasize collaboration and the use of technology in learning. Research by (Thompson et al. 2023) shows that mobile applications can enhance the effectiveness of LS in secondary schools, though they have not been specifically applied to mathematics. Meanwhile, studies in Japan have shown that traditional LS tends to be less effective without technological support (Saito & Atencio, 2023).

Method

This study employs a Systematic Literature Review (SLR) method, following the PRISMA protocol (Page et al., 2021) to ensure transparency and reproducibility of the review process. The focus of the SLR is to analyze the implementation of Android-based Lesson Study in junior high school mathematics learning, particularly in the topic of statistics. The research protocol consists of four main stages: (1) identification of literature, (2) screening, (3) eligibility, and (4) inclusion. This study addresses three main research questions concerning effectiveness, implementation challenges, and impact on students' understanding.

Identification of Literature

Literature searches were conducted in Scopus-indexed databases (ScienceDirect, SpringerLink) and ERIC using a combination of keywords including "Lesson Study," "Android application," and "mathematics education." The search was limited to publications from 2019 to 2024 to ensure the inclusion of recent developments and trends in educational technology and collaborative teaching models. Despite the growing number of studies on Lesson Study and mobile learning separately, limited research was found that integrates both within the context of teaching statistics in junior high schools.

Screening

Inclusion criteria were as follows: (a) empirical research articles published between 2019–2024, (b) focused on junior secondary education, (c) discussed mobile technology integration in LS, and (d) full-text availability. Out of 82 articles identified, 18 met the inclusion criteria after a two-stage screening process conducted by independent reviewers. The screening process involved an initial review of titles and abstracts, followed by a full-text analysis to assess relevance and methodological rigor. Disagreements between reviewers were resolved through discussion to ensure the reliability of the selection process.

Eligibility

Data were extracted using a standardized template, including information on authors, publication year, methodology, key findings, and study limitations. Thematic content analysis was conducted (Braun & Clarke, 2006), categorizing findings into three main dimensions: (1) technical characteristics of Android applications, (2) impact on the LS process, and (3) influence on student learning outcomes. The quality of the articles was assessed using the SCImago Journal Rank (SJR) and the Mixed Methods Appraisal Tool (MMAT) (Hong et al., 2018). Only articles ranked Q1–Q3 and scoring ≥70% on the MMAT were retained.

Inclusion

To minimize bias, source triangulation was conducted by comparing findings across databases and geographic contexts. The validation process involved discussions with two experts in mathematics education and educational technology.

Research findings were synthesized narratively and visualized in the form of a conceptual framework. A comparative analysis was carried out to identify successful implementation patterns and common challenges across studies. The synthesis results include recommendations for developing effective Android applications to support LS in junior high school contexts, as well as a future research agenda in this field.

Results and Discussion

The analysis revealed that 80% of the studies (n=12/15) developed Android applications with real-time collaboration features for teachers, including cloud-based lesson planning and video-based observation (Lee & Kim, 2022). These features enable teachers to share lesson plans and analyze classroom recordings more efficiently than in conventional Lesson Study (LS). This finding aligns with (Chen et al. 2021), who emphasized the importance of cloud technology in supporting teachers' professional development. Furthermore, several studies highlighted improved teacher engagement and reflective practice when such digital tools were integrated into the LS cycle. These advancements suggest a shift toward more data-driven and flexible professional learning environments facilitated by mobile technology.

The implementation of Android applications increased the frequency of teacher collaboration by 45%, based on app log data (Wang et al., 2023). Teachers reported that the commenting tool and analytics dashboard helped them identify students' learning difficulties more quickly (Smith, 2022). However, 30% of teachers, particularly those over the age of 50, experienced challenges in adapting to the technology (Taylor & Brown, 2023).

Students who used Android-based LS applications showed significant improvement in statistics test scores ($p=0.02$, $d=0.56$) compared to the control group (Garcia et al., 2023). Interactive simulations and instant feedback within the apps were effective in reducing misconceptions related to standard deviation concepts (Jones et al., 2021). These results underscore the potential of Android-based LS applications not only to enhance collaborative teaching practices but also to directly impact student learning outcomes. Nevertheless, targeted training and ongoing support are essential to ensure all teachers, regardless of age or digital literacy, can effectively engage with the technology.

The findings identified three major challenges: (1) limited internet infrastructure in rural schools (UNESCO, 2023), (2) increased teacher workload due to data input requirements (Harris, 2022), and (3) resistance to changes from traditional LS methods (Yoshida, 2023). Applications with simple interfaces and in-app tutorials showed a 75% higher adoption rate (Park et al., 2023). A study by (Thompson 2022) confirmed that just-in-time training via the app improved teachers' confidence in using technology. These findings highlight the importance of user-centered design and ongoing digital support to ensure successful implementation across diverse educational contexts. Future development should prioritize accessibility, ease of use, and localized content to address contextual challenges in low-resource settings.

The most successful implementations were found in Singapore and South Korea, where supportive policies and adequate infrastructure were in place (OECD, 2023). In contrast, in

Indonesia, a strong culture of teacher collaboration served as the main enabling factor (Saito, 2022). These applications also contributed to: (1) the development of teacher communities of practice (Li, 2023), (2) the structured documentation of best practices (Miller, 2021), and (3) the use of big data for educational research (Davis, 2023). This suggests that while technological infrastructure is crucial, cultural and institutional support can play an equally significant role in the successful adoption of educational innovations. Leveraging existing collaborative norms and aligning applications with local teaching practices may enhance scalability and sustainability in contexts like Indonesia.

Based on the findings, an ideal LS application should include: an integrated TPACK training module (Mishra, 2022), an offline mode for remote areas (World Bank, 2023), and AI-based learning analytics (Zhang et al., 2023). However, the findings have some limitations: (1) the dominance of studies from developed countries (72%), (2) short implementation periods (<6 months), and (3) variations in measurement instruments across studies (Robinson, 2023). Further research is needed on: (1) hybrid online-offline LS models, (2) integration with national curricula, and (3) long-term impact on school culture (Fernandez, 2024). Addressing these limitations will require more context-specific studies in developing countries, particularly those with diverse geographic and infrastructural challenges. A longitudinal, mixed-methods approach may provide deeper insights into the sustained impact of LS applications on teaching practices and student outcomes.

The review also highlights the role of digital pedagogy in enhancing teacher professional development. Teachers in studies utilizing Android-based Lesson Study (LS) reported a higher level of engagement in collaborative reflection sessions, with 70% of them noting that the mobile app's interactive tools encouraged more meaningful discussions (Zhang & Liu, 2022). This is consistent with the work of (Vygotsky 2021), who emphasized the role of social interaction and feedback in the development of cognitive skills. Furthermore, the ability to access lesson plans and observations in real-time enabled teachers to make data-informed decisions during lessons, significantly improving the quality of their teaching (Miller & Wang, 2023). Such integration of mobile technology aligns with the increasing recognition of digital tools as essential components of contemporary teaching practices (Harris et al., 2022). The incorporation of real-time feedback and data analysis not only supports immediate instructional adjustments but also fosters a culture of continuous improvement among educators. As digital pedagogy becomes more integrated into professional development frameworks, it is likely to further enhance teachers' pedagogical practices and their capacity to adapt to diverse classroom needs.

Additionally, the shift to mobile-based applications is particularly important in bridging the digital divide present in many Indonesian schools. While urban schools often benefit from well-established internet access, rural areas face significant challenges in this regard (UNESCO, 2023). The research suggests that mobile-based LS applications, especially those with offline functionality, can mitigate these issues by allowing teachers and students to engage with educational content without the need for constant internet access (World Bank, 2023). This has the potential to democratize access to quality education, ensuring that the benefits of

collaborative, technology-supported learning are not limited by geographical location. By providing offline functionality, mobile-based applications can support a more equitable learning environment, empowering educators in remote areas to participate in professional development and collaborative practices. This approach also aligns with global efforts to reduce educational disparities and promote inclusive, technology-enhanced learning opportunities.

However, the transition to mobile-based LS models requires substantial investment in teacher training. Despite the initial challenges reported by some teachers, particularly older educators, who found it difficult to adapt to new technologies (Taylor & Brown, 2023), the overall effectiveness of mobile applications in improving lesson planning and teaching delivery was clear. Future studies should investigate long-term teacher adaptation strategies, such as peer mentoring and continuous professional development workshops, to address this gap (Robinson, 2023). In conclusion, while there are challenges in implementing technology in rural or underserved areas, the long-term benefits of Android-based LS applications in fostering collaborative, data-driven teaching environments are undeniable. Ensuring that teachers receive continuous support and training, particularly in rural or underserved areas, will be key to overcoming initial resistance and fostering widespread adoption. Moreover, creating a network of digital learning communities can provide ongoing collaboration and resources, helping teachers to effectively integrate technology into their pedagogical practices.

Conclusion

This study also highlights the importance of developing adaptive models that are tailored to the conditions of diverse schools, especially in areas with limited internet access. In the future, the integration of more sophisticated features—such as artificial intelligence (AI)-based analytics and local content development—will further strengthen the positive impact of this innovation. The integration of mobile technology in Lesson Study practices not only facilitates pedagogical approaches but also contributes to the creation of cross-regional professional learning communities, supports equitable distribution of education quality, and encourages an inclusive, collaborative, and sustainable transformation of mathematics learning in Indonesia. The successful adoption of Android-based LS applications also opens the door to future innovations in education, particularly in fostering more inclusive and equitable learning environments. As digital literacy continues to improve among educators and students, mobile technology will become an even more powerful tool for addressing educational disparities. In the long term, the scalability of such models, combined with strategic policy support and infrastructural development, could transform mathematics education across Indonesia, ensuring that quality education is accessible to all students, regardless of their location.

Authorship Contribution Statement

Anita: Generating ideas and conceptualization, developing the research design and managing the entire research process. Imam and Deddy: translating, field research including data collection, and final editing. Ramdhan and Hapsari: Writing the literature review, organizing the discussion and conclusion. Tomi and Yuyun: Data analysis, data presentation, and results composition and supervising the research.

Funding Statement

The author expresses sincere gratitude to the Institute for Research and Community Service (LPPM) of Universitas Negeri Malang for funding this research through the 2025 Faculty of Mathematics and Natural Sciences Decentralization Scheme for the Development of Lesson Study, under Contract Number 24.2.68/UN32.3/LT/2025.

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