Effectiveness of the Developed Micro Lesson in Dance Exercise

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Abstract. In a world where new instructional processes are continuously being developed, crafting a micro lesson is one of them—testing its effectiveness and validity before implementation is part of the development process. This study examines the effectiveness of the developed micro lesson in dance exercises. The 270 Physical Education 1 students were identified as participants using a purposive sampling procedure. The result shows a significant change in the student's pre-test and post-test scores, indicating improved knowledge of dance exercises. The developed micro lesson is highly recommended to be used as a new method of teaching dance exercises in Physical Education subjects.

Key words: dance exercise, effectiveness of micro lesson, micro lesson

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INTRODUCTION

The art of delivering lessons to students does not only involve the transfer of knowledge from the teacher to the students. Instead, it is challenging to facilitate the process of learning. ICT integration in class improves the teaching and learning process. One of these tools is a microlesson.

Utilizing ICT to improve teaching and learning is of utmost importance for teachers performing their role as creators of pedagogical environments. Moreover, the literature provides evidence of the effectiveness of ICT integration (Majumdar 2015). One of these ICT tools is a microlesson; a Microlesson is a bite-sized learning material that focuses on the key elements of the learning topic; it is designed for self-paced learning that can be completed only within five to ten minutes. The microlesson is necessary because it helps students prevent cognitive overload, in which the brain is forced to digest much information all at once, negatively affecting knowledge retention among learners (Brown 2018).

Several studies demonstrate the effectiveness of integrating technology into general subjects such as English, Science, and Mathematics, however in the field of PE is scarce. To the researchers' knowledge, few, if none, have explored the effectiveness of micro lessons in Physical Education, specifically in teaching dance exercises. This motivated the attempt to assess the effectiveness of the developed micro lesson in teaching dance exercises.

METHODS

Using a purposive sampling technique, 270 PED001 students were identified to be the respondents of this study. The research design used is a correlational design which investigates the relationship between the pre-test and post-test scores of the students in gauging the effectiveness of the developed microlesson.

The researchers conducted the study during the scheduled PE classes in an online synchronous activity using the google meet. The respondents were informed about the purpose of the study, expected duration and procedures, their right to decline to participate and to withdraw from the study once

participation has begun, potential risks, discomfort and the assurance of confidentiality. A pre-assessment test was given before the implementation to test the students' prior knowledge on dance exercise and a post-assessment was provided after the implementation of the developed micro lesson to know how efficient the developed micro lesson that was being used. These assessment tests were performed through the use of google forms to determine if the objective of the study is being met and achieved.

To measure the effectiveness of the developed micro lesson, the researchers made a pretest questionnaire which consisted of 20 items to measure the respondents' background knowledge about dance exercise; the same items and questions were used in the post-assessment. This test questionnaire underwent a pilot testing with Cronbach alpha of 0.756 which means that the assessment test is acceptable.
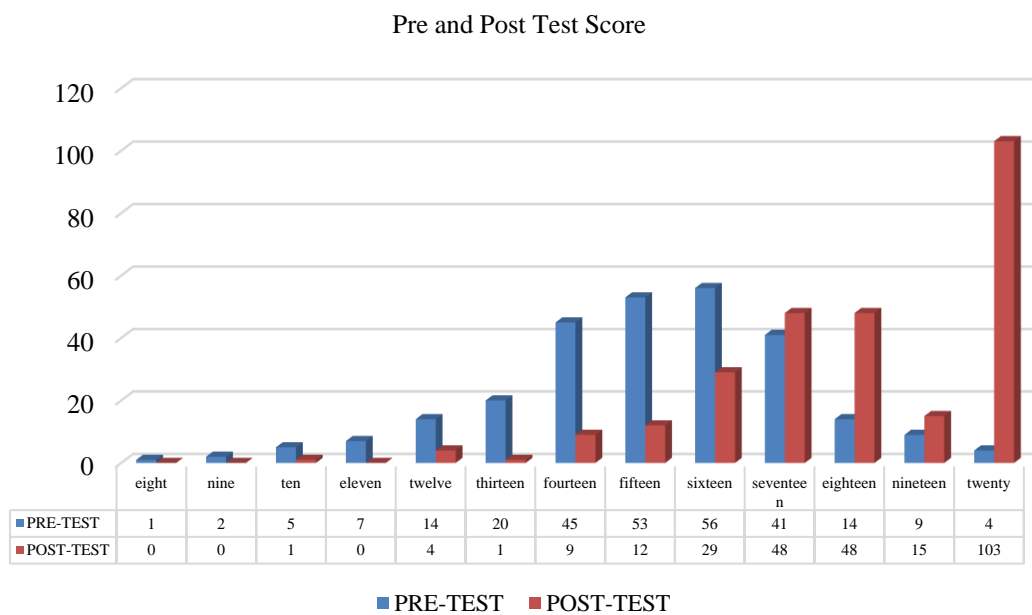
RESULT AND DISCUSSION

Pre and Post Test Score

	eight	nine	ten	eleven	twelve	thirteen	fourteen	fifteen	sixteen	seventeen	eighteen	nineteen	twenty
PRE-TEST	1	2	5	7	14	20	45	53	56	41	14	9	4
POST-TEST	0	0	1	0	4	1	9	12	29	48	48	15	103

Figure 1. Pre and Post Test scores of the respondents

Table 1. Pre-test and Post-test Comparison

hypothesized value	mean PRE	mean POST	mean difference (POST-PRE)	std. dev.	std. error	n	df	t	p-value
0.000	15.13	18.03	2.904	2.321	0.141	270	269	-20.55	0.0000

level of significance = 0.05

The result shows a significant difference in the pretest and post-test results. This indicates that the tool used shows the effectiveness of the developed micro lesson. This means that the respondents were able to perform better in the post-test compared to the pretest. This further means that the respondents were able to have a significant gain in learning which implies that the micro lesson was very effective as a learning tool that would provide learning opportunities among the learners.

Results complements to the study of Liu et al., 2020, that teaching focused on micro-lessons is beneficial to developing students' learning attitudes and autonomous learning abilities, as well as improving classroom teaching effectiveness. Micro lesson has a greater impact to students' independent learning ability and learning attitude, knowledge content is more effective, and students' various

questions are solved at any time which increases students' desire to learn new knowledge.

CONCLUSION

With the implementation of the seven (7) minutes micro lesson in teaching dance exercise, it was proven to be effective with a p value of 0.0000 that shows a significant difference in the respondents' pretest and posttest scores. Therefore, the developed micro lesson is highly recommended to be used as a new method of teaching dance exercises in Physical Education subjects.

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