

## Students' evaluation in the developed video-based learning materials for physical education in Higher Education Institutions (HEIs)

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### ABSTRACT

Higher Education Institutions (HEIs) are urged to integrate technology and improve their digital skills in response to the changing overall trend and issues in the educational system. The service physical education course in college refers to four (4) topics required in the first four (4) semesters, which includes Physical Education- Rhythmic Activities. In line with this, the researcher was inspired to develop a video-based learning material for first-year students. The research study aimed to evaluate the developed learning materials by parts and characteristics. The researcher utilized the method of descriptive-evaluative research design and a self-made survey type-questionnaire was employed through an online web provider with a total of 130 students' respondents with the used of purposive sampling. The validation and reliability of the questionnaire were also utilized and showed the 0.8284 Cronbach alpha which was good. The learning material was described by the respondents in terms of learning objective, content, and application. On the other hand, the evaluation of the learning materials in terms of usability, consistency, versatility, and aesthetic value was observed by the respondents. The findings illustrated that the overall assessment of the students' respondents in all indicators on the Video-Based Learning Materials are highly acceptable based on their experiences while they are using the materials. This can be utilized by the 1st year students of Higher Education Institutions, revisions still consider in the development of the learning material, and validation may be done on the level of difficulty of the applications and simulations.

**Keywords:** Physical education; learning materials; video-based; rhythmic activities

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### INTRODUCTION

The covid-19 has significant influence in the education system not only in the Philippines but also across the globe (Chertoff, 2020). There are various factors that we need to consider in continuing the learning of students because of this pandemic. All academic institutions, teachers, and students are encouraged to embrace technology and enhance their digital abilities in accordance with changing overall trends and challenges in the educational system (Asogwa et al., 2020). On the first hit of pandemic in the 1<sup>st</sup> quarter of 2020, where everyone is not ready to face the abrupt change in teaching modalities. The students always complain about the availability of their resources (internet connections) during synchronous class. The researcher decided to develop video-based learning materials for those students that don't have enough data connection during synchronous classes. Furthermore, this developed video-based learning materials is timely and relevant in the current situation that the education institutions are facing today which focuses on the rhythmic activities based on the curriculum approved by the

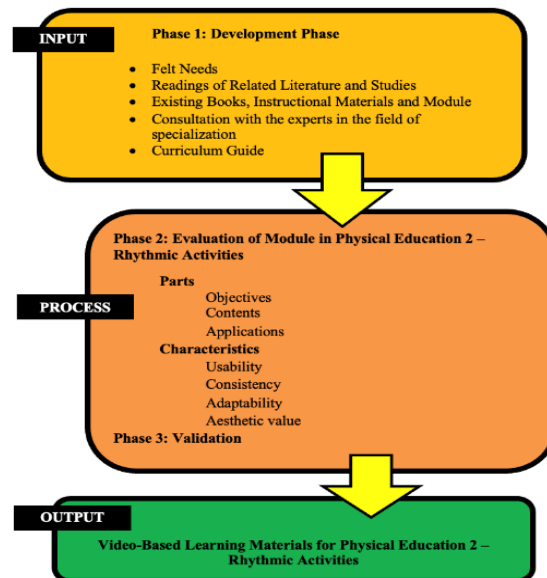
Commission on Higher Education. The fast development of contemporary information technology, the online class in distant education develops as the times necessitate to promote education information and exchange educational and instructional materials (Alonzo et al., 2019). The concept of creating video-based material was effective implantation within and outside the classroom setting which the students can perform better and accurately in the dance steps (Kapici et al., 2018). In addition, the pandemic used various teaching modalities and these learning materials help the students to easily understand the demonstrations of the dance steps.

As stipulated in CMO No. 28 series of 2015 that the service physical education course in college refers to four (4) subjects required in the first four (4) semesters which includes the Physical Education 2- Rhythmic Activities under DECS Order No. 58, s.1900 (CNSC, 2019). This course focuses on learning and producing simple dances using fundamental motion and rhythmic skills that develop the physical aspect of every individual (Culajara, 2022). It goes hand in hand with modeling each student to be physically active by having engagement in their holistic form including the culture and values (Hidasari et al., 2021), and different learning styles (Zander, Thomas, Simon, Murphy, McCauley, Hanks, & Fitzgerald, 2010). Dance has always been a part of everyone's life since it allows them to express their diversity. Students express their sentiments and emotions through use of movements made by them. Educating individual and interpersonal responsibility through physical activity emphasizes the socioemotional components of becoming a holistic person (Hellison, 2015).

The availability of teaching/learning materials is one of the most significant components that must be present to execute teaching/learning activities (Harsono, 2015). In addition, online resources, movies, and other interactive elements that reinforce course content can also be used as learning materials (Astalini et al., 2019). To distribute learning materials, many remote classrooms rely on digital tools and platforms towards blended learning (Thanavathi, 2020). The importance of textbooks and other learning and teaching materials (LTM) like video presentations in boosting student learning and performance is well acknowledged around the world because it is important in the teaching-learning process (Gunantar, 2017). Afriyanti et al. (2021) stated in their study that learning material is an exploration of the teaching and learning resources. It discusses how video-based learning materials or modules helps students to develop the Higher Order Thinking Skills (HOTS) and it is more interactive in Physical Education (Festiawan & Khurrohman, 2021). Comprehensively, this study will help every student to easily understand the lesson as their guide especially in the time of pandemic that students must be able to learn even in different teaching modalities. Students will implement the application in a real-life situation (Carpio & Indama, 2021).

This research is anchored in Jean Piaget's Constructivism Theory (1971) where the fundamental premise of this theory was conflict resolution is vital to understanding, cognition, and growth. People develop their own thinking as individuals overcome challenges and learn the repercussions of their behaviors by commenting on previous experiences. Consequently, the nature of learning necessitates a change in the learner. This is accomplished through the actions in which the learner participates, as well as the repercussions among these tasks, as well as through evaluation. With these developed learning materials, students will enhance their learning by thinking and constructing their own based on what they understand in the materials. In addition, the cognitive load theory (CLT) of Yuh-Tyng (2012) discussed the quantity of information that working memory can handle at one time. This theory of Sweller was embedded in Visual, Audio and Kinesthetic (VAK) Learning Style Test which was about video-based materials that

showed that students preferred to learn using video and a class (Noor et al., 2014). It was suggested that teachers are encouraged to develop their own video-based learning materials.



**Figure1. Conceptual Framework of the Study**

The Input Process-Output Model was used in this research. The model is a sequence of boxes (processing elements) linked by inputs and outputs and repeating itself (Di-Tore et al., 2016). Based on the establishment of rules and decision points, data or material items flow through such a succession of steps or actions. The input focused on the essential needs in teaching PE, readings from related literature and studies, analysis in the existing books, instructional materials, and modules, consultation with the experts in the field of specialization. Meanwhile, the process focused on evaluating the developed learning module in Physical Education- Rhythmic Activities in two aspects: the parts and characteristics of the module. The evaluation in parts focused on the objectives, contents, and application while the characteristics obtained the usability, consistency, versatility, and aesthetic value. The output of this research was the holistic developed and accepted video-based learning materials for Physical Education course- Rhythmic Activities. The study's goal is to create, test, and validate the Physical Education- Rhythmic Activities Module for Laguna State Polytechnic University's first-year students.

## **METHOD**

### **Research Design**

The researcher used a quantitative research design which employed the descriptive-evaluative research approach to evaluate the developed video-based learning materials Sasongko (2018) in Physical Education- Rhythmic Activities. Alharbi (2015) stated that pedagogical goals will attain if descriptive-evaluative design utilizes. The primary goal of this research was to assess the parts of the developed learning materials and their usability, consistency, versatility, and aesthetic for improvement of the learning material and delivery of instruction. Likewise, the researcher must request the services of experts in the field of specialization in Physical Education subjects representing the instructors and professors their evaluative analysis in the developed and proposed video-based learning material in Physical Education- Rhythmic Activities.

### Sampling Technique

This research utilized a purposive sampling technique by the researcher for students using the developed learning materials. Purposive sampling appears to be more suited when the population is limited, a known feature of it is to be investigated in depth and it allows the researcher greater leeway to execute and extract the most information from the samples (Rai et al., 2020).

### Respondents of the Study

This research was conducted to 130 College of Industrial Technology students in LSPU- Sta. Cruz Campus.

**Table 1. Respondents' Profile**

Profiles	Age				Sex Assigned at Birth		Civil Status	
	19	20	21	22 and above	Male	Female	Single	Married
<b>Frequency</b>	29	71	19	11	77	53	129	1
<b>Percentage</b>	22.30%	54.62%	14.62%	8.46%	59.23%	40.77%	99.23%	0.77%
<b>Total</b>	100%				100%		100%	

Table 1 revealed the respondents' demographic profile with a total of 130 students. The sample is enough to see as an effective measure on the evaluation of the developed learning material for Physical Education 2. It consists of 77 males or 59.23% of the respondents while 53 of them are female with 40.77%. In terms of ages, most of the respondents are 20 years old having a frequency of 71 or 54.62%. The ages 19 consisted of 29 respondents and ages 21 had 19 respondents or a percentage of 22.30 and 14.62 respectively. The least are in the ages of 22 and above with a total of 11 respondents or 8.46%. Moreover, 129 respondents are single and only 1 is married.

### Research Instrument

The researcher provided a self-made survey type-questionnaire which was composed of 5-items each variable. It was tested in a validity and reliability test. The field experts checked the content and construction, and the researcher also employed the pilot testing which showed a 0.8284 Cronbach alpha, or the questionnaire was good. This pilot testing was to know the consistency of the questionnaire. The researcher used an online web provider to conduct the study. All the data was obtained, processed, and interpreted with the utmost confidentiality after the respondents were given the questionnaire.

### Statistical Treatment of Data

A 5-point Likert scale was used to standardize the data set. Frequency and percentage distribution were used to convey data descriptively. For a better comprehension of the data, the summary values were also presented using a weighted mean.

## RESULTS AND DISCUSSION

The Video-based learning material was described in terms of parts such as learning objectives, content, and application and evaluated in terms of usability, consistency, versatility, and aesthetic value. The mean, standard deviation, and verbal interpretation were all provided in the table.

**Problem 1.1 Assess the parts of the learning module in Physical Education-Rhythmic Activities in terms of learning objectives**

**Table 2. Learning Objectives Description of the Video-Based Learning Materials**

<b>Indicative Statement</b>	<b>Mean</b>	<b>SD</b>	<b>Verbal Interpretation</b>
<i>The instructional module's learning objectives are...</i>			
Simple, specific, and detailed in describing what the learner should be able to perform.	4.50	0.79	Extremely Adequate
Achievable and quantifiable in terms of the learners' ability	4.44	0.79	Extremely Adequate
A-time limit that specifies a timetable for the activities and learning	4.50	0.78	Moderately Adequate
Relevant to the module's learning inputs and activities	4.48	0.82	Extremely Adequate
Targeted at learners' development to help them advance academically and in their daily lives	4.50	0.82	Extremely Adequate
<b>Composite Mean: SD</b>	<b>4.84:0.80</b>		
<b>Overall Interpretation</b>	<b>Highly Acceptable</b>		

Table 2 showed that the respondents highly accepted the video-based learning material in terms of learning objects which acquired a 4.84 as a composite mean and 0.80 as standard deviation. Among the statements, three of them received a mean of 4.50 which is extremely adequate for the students with the standard deviation of 0.79, 0.78, and 0.82 respectively. The learning objectives were simple, specific, and detailed in describing what the learner should be able to perform, a time limit that specifies a timetable for the activities and learning of the students, and targets for students' development were advanced academically and can apply in their daily lives. Meanwhile, the objectives that are relevant to the module's learning inputs and activities received a mean of 4.48 and SD of 0.82. While the least among them all was to get a mean of 4.44 and 0.79 as standard deviation which stated that the objective was achievable and quantifiable in terms of the learners' ability. All statements are at the level of extremely adequate.

Learning materials were effective in various aspects and learning objectives are one of those aspects which must be identified before the learning process (Andhare et al., 2012). This will help the students to have an achieving goal at the end of every lesson. The developed video-based learning material will enhance the dancing skills of the students and boost their confidence as the target of the learning materials. It is also attested by Astalini et al. (2019) that objectives focus on the learning outcomes of the students using learning technology. Learning objectives statements must be specific, measurable, achievable, relevant, and time-bound (SMART) and to be able to monitor and assess the results, goals must be correctly established to act as reliable and meaningful benchmarks (Weiss & Jalilian, 2015).

**Problem 1.2 Assess the parts of the learning module in Physical Education-Rhythmic Activities in terms of video-based content**

**Table 3. Description in Content of the Video-Based Learning Materials**

<b>Indicative Statement</b>	<b>Mean</b>	<b>SD</b>	<b>Verbal Interpretation</b>
<i>The content of the instructional materials...</i>			
Has a curriculum that meets the learning objectives in physical education classes.	4.51	0.79	Extremely Adequate

<b>Indicative Statement</b> <i>The content of the instructional materials...</i>	<b>Mean</b>	<b>SD</b>	<b>Verbal Interpretation</b>
Provides sufficient information on the topic	4.53	0.80	Extremely Adequate
Is appropriate, current, and engaging for learners	4.45	0.84	Extremely Adequate
Is presented in the proper order and processes	4.48	0.82	Extremely Adequate
Assists in obtaining the lesson's ideas and comprehension	4.51	0.80	Extremely Adequate
<b>Composite Mean: SD</b>	<b>4.50: 0.81</b>		
<b>Overall Interpretation</b>	<b>Highly Acceptable</b>		

In terms of the content of the video-based learning material, table 3 revealed that the composite of was 4.50 and 0.81 as standard deviation which means that the content of the material was highly acceptable. All the particulars of this table were interpreted as extremely adequate. The content provides sufficient information on the topic (M= 4.53, SD=0.80) that is being discussed in the physical education 2 courses. The curriculum meets the learning objectives in P.E classes (M= 4.51, SD=0.79) and assists in obtaining the lesson's ideas and comprehension (M= 4.51, SD=0.80). The research participants confirmed that the content was presented in the proper order and processes of 4.48 mean and SD of 0.82. And the least among them all but also receive extremely adequate was the statement of the appropriate, current, and engaging for learners acquired a mean of 4.45 and the standard deviation of 0.84.

In the study of Wong et al. (2019) they stated that eLearning material was an effective tool for increasing the knowledge of students. It means that using electronic materials as well as video discussion helps to retain the information gathered in the presentation. With this, the developed video-based learning material can also improve the learning outcomes and higher satisfactions of the students in the process of teaching based on the responses of the students (Vural, 2013). In addition, video content concurrently delivered compact verbal and visual educational components, which might help to strengthen their understanding.

### **Problem 1.3 Assess the parts of the learning module in Physical Education-Rhythmic Activities in terms of application**

**Table 4. Description of the Video-Based Learning Materials in terms of Application**

<b>Indicative Statement</b> <i>The application of the instructional module...</i>	<b>Mean</b>	<b>SD</b>	<b>Verbal Interpretation</b>
Has a pre-and post-assessment to identify the level of understanding of the learners	4.43	0.82	Extremely Adequate
Serve as instruments for determining learners' achievement based on information found in the lesson's end section of each chapter	4.42	0.82	Extremely Adequate
Assign interactive assignments to their group of peers to foster collaboration and teamwork.	4.40	0.86	Extremely Adequate
Exhibit the stated goals in the lesson's learning objective and content.	4.48	0.82	Extremely Adequate
Participates in a performance that allows them to acquire knowledge and skills.	4.48	0.82	Extremely Adequate
<b>Composite Mean: SD</b>	<b>4.51: 0.83</b>		
<b>Overall Interpretation</b>	<b>Highly Acceptable</b>		

The application in the video-based learning material described by the students as extremely adequate which means that highly acceptable, it was pegged at a composite mean of 4.51 and 0.83 as standard deviation. Among the statements, two stood out and received a mean of 0.48 and a standard deviation of 0.82. The application was exhibiting the stated goals in the lesson's learning objective and content and students participated in a performance that allowed them to acquire knowledge and skills. The learning material also has pre-and post-assessment that determined the level of understanding of the students (M= 4.43, SD=0.82), serve as instruments for determining learners' achievement based on information found in the lesson's end section of each chapter (M= 4.42, SD=0.82), and the assigned interactive assignments to their group of peers foster collaboration and teamwork (M= 4.40, SD=0.86). The experiences of the students in doing the applications in the entire module surely boost their confidence and enhance their skills and talents.

Technology is one of the important things needed in education for the students to perform and apply the learnings (Ningthoujam et al., 2014), especially in the time of pandemic. The results are an opportunity for the students to use their knowledge and practice it. This study was integrating the assessment to the design of learning material and connected to the current study that the learning modules assessment was experiential learning. Students must assess themselves by integrating the application of the learning modules in their performances. In addition, appropriate activities support a harmonious learning environment of the students that need to consider in making decisions (Larawan, 2013). Appropriate and interesting applications in the learning material can catch the interest of the students.

## Problem 2.1 Evaluate the characteristics of the developed learning module in Physical Education- Rhythmic Activities in terms of Usability

**Table 5. Evaluation in terms of Usability of the Video-Based Learning Materials**

<b>Indicative Statement</b>	<b>Mean</b>	<b>SD</b>	<b>Verbal Interpretation</b>
<i>The usability of the instructional module...</i>			
Can be used independently thanks to easy-to-follow instructions and tasks	4.46	0.82	Extremely Useful
Involves a variety of simple chores to complete	4.45	0.79	Extremely Useful
Includes applicable and easy-to-understand terminology or terms that the learners are already familiar with	4.46	0.78	Extremely Useful
Can also be used as a guidebook or reference for other issues relating to the module's content.	4.51	0.81	Extremely Useful
Is used by the learners as a tool for learning improvement.	4.52	0.78	Extremely Useful
<b>Composite Mean: SD</b>	<b>4.48: 0.80</b>		
<b>Overall Interpretation</b>	<b>Highly Acceptable</b>		

In the evaluation of the video-based learning module in terms of its usability, the respondents interpreted it as extremely usable which acquired a composite mean of 4.48, and a standard deviation of 0.80 means that the learning material was highly acceptable. This is used by the students as learning material for the improvement of themselves (M= 4.52, SD=0.78). In addition, it can also be used as a guidebook or reference for other issues relating to the module's content with a mean of 4.51 and 0.81 as standard deviation. Two statements received a mean of 4.48 where the respondents agreed as well that the learning material can be used independently which was easy-to-follow instructions and

tasks ( $SD=0.82$ ) and includes applicable and easy-to-understand terminology that the students are already familiar with ( $SD=0.78$ ). While the statement involves a variety of simple chores to complete was the least pegged at a mean of 4.45 and 0.79 standard deviation. However, all statements were rated by the students as extremely useful.

There are numerous educational video lessons but there is limited comprehension of the effectiveness of learning and usability (Chorianopoulos & Giannakos, 2013). However, it recommended that educational institutions and instructors invest more money in video systems that allow them to edit, share, and regulate video lectures in a more integrated manner. With this, teachers will be inspired to create useful learning materials for students that they will easily understand, be easy to follow, and have a reference in their lessons.

## Problem 2.2 Evaluate the characteristics of the video-based learning materials in Physical Education- Rhythmic Activities in terms of Consistency

**Table 6. Evaluation of the Video-Based Learning Materials in terms of Consistency**

Indicative Statement	Mean	SD	Verbal Interpretation
<i>The consistency of the instructional module...</i>			
From the beginning to the completion of the module, focuses on the primary objectives and tasks	4.43	0.80	Extremely Consistent
Includes logically connected themes to the lesson	4.41	0.86	Extremely Consistent
Aligns with each lesson's and module's objectives and subjects	4.39	0.83	Extremely Consistent
Provides learning assignments that are aligned with each topic's objectives	4.41	0.86	Extremely Consistent
Contains topics that are interesting about physical education	4.39	0.84	Extremely Consistent
<b>Composite Mean: SD</b>	<b>4.41:0.84</b>		
<b>Overall Interpretation</b>	<b>Highly Acceptable</b>		

Table 6 illustrated the results based on the responses of the students that the consistency of the video-based learning material was highly acceptable which acquired 4.41 as composite mean and SD of 0.84. All particulars are extremely consistent which was agreed by the students' respondents. The learning material was consistent from the beginning to the end of the module, focusing on the primary objectives and tasks which rated as the mean of 4.43 ( $SD=0.80$ ). Two statements acquired the mean of 4.41 ( $SD=0.86$ ); the material includes logically connected themes to the lesson, and it provides learning assignments that are aligned with each topic's objectives. Meanwhile, the other statements got a mean of 4.39. It was aligned with each lesson's and module's objectives and subjects ( $SD=0.83$ ) and contains topics that are interesting about physical education ( $SD=0.84$ ). The consistency must be aligned from the beginning to the end of the learning module to address the student's satisfaction, interests, and motivation (López-Pastor et al., 2015).



### Problem 2.3 Evaluate the characteristics of the video-based learning materials in Physical Education- Rhythmic Activities in terms of Versatility

**Table 7. Evaluation in Versatility of the Video-Based Learning Materials**

<b>Indicative Statement</b> <i>The instructional modules versatility...</i>	<b>Mean</b>	<b>SD</b>	<b>Verbal Interpretation</b>
Provides an opportunity for self-study	4.48	0.80	Extremely Versatile
Can be used in a variety activity in physical education	4.48	0.81	Extremely Versatile
Could be a manual or a book that is difficult to obtain	4.38	0.85	Extremely Versatile
Can be revised for some other purposes	4.41	0.87	Extremely Versatile
Offers a variety of exercises that are all related to a specific lesson.	4.45	0.79	Extremely Versatile
<b>Composite Mean: SD</b>	<b>4.44:0.82</b>		
<b>Overall Interpretation</b>	<b>Highly Acceptable</b>		

The versatility of the developed video-based learning module was rated by the respondents as highly acceptable with a composite mean of 4.44 and standard deviation of 0.82. In addition, all statements are interpreted as extremely versatile. Two of the particulars stood out with a mean of 4.48; respondents agreed that the learning material can be used in a variety of activities in physical education (SD=0.81) and provides an opportunity for self-study (SD=0.80). It also offers a variety of exercises that are all related to a specific lesson which is pegged at 4.45 with an SD of 0.79. The respondents also agreed that it can be revised for some other purposes (M=4.41, SD=0.87) and could be a manual or a book that is difficult to obtain (M=4.38, SD=0.85).

Versatility means that it can adapt and participate in various kinds of plans and activities. [Teychenne et al. \(2019\)](#) found that finishing a quick video career education module suited to a child's skills and interests improved all elements of the student's work engagement in their study. This implies that the learning resources are simple to use and provide comprehension even while students are at home.

### Problem 2.4 Evaluate the characteristics of the video-based learning materials in Physical Education 2- Rhythmic Activities in terms of Aesthetic Value

**Table 8. Evaluation of the Video-Based Learning Materials in Terms of Aesthetic Value**

<b>Indicative Statement</b> <i>The aesthetic value of the instructional module...</i>	<b>Mean</b>	<b>SD</b>	<b>Verbal Interpretation</b>
Makes use of appropriate text design, font size, and type in the presentation	4.52	0.77	Extremely Aesthetical
Incorporates appropriate illustrations/videos into the content	4.48	0.80	Extremely Aesthetical
Contains simple icons and graphics that are aesthetically clear	4.51	0.74	Extremely Aesthetical
Includes demonstrations to catch the attention and encourage them to complete the exercises or participate in the activities.	4.48	0.82	Extremely Aesthetical
Having a clear visual of the presentation are simple and easy to navigate	4.55	0.75	Extremely Aesthetical
<b>Composite Mean: SD</b>	<b>4.51: 0.78</b>		
<b>Overall Interpretation</b>	<b>Highly Acceptable</b>		

In the aesthetic value of the video-based learning material, the students' respondents agreed that it was highly acceptable which acquired the composite mean of 4.51 and a standard deviation of 0.78. All the statements were rated as extremely aesthetical and one of them stood out that got a mean of 4.55 and 0.75 as standard deviation. It tells that the learning materials have a clear vision of presentation and are simple and easy to navigate. The materials also used appropriate text design, font size, and type in the presentation (M=4.52, SD=0.77) and contained simple icons and graphics that are aesthetically attractive (M=4.51, SD=0.74). Meanwhile, two statements got a mean of 4.48; students' respondents agreed that the learning material incorporates appropriate illustrations/videos into the content (SD=0.80) and it includes demonstrations to catch their attention and encourage them to complete the exercises or participate in the activities (SD=0.82). The term "aesthetic value" refers to a material's pleasing appearance to attract people and make them appreciate it in the long run. The term "aesthetic value" does not refer to the material's pleasing appearance. More significantly, it recognizes and values its capacity to attract and retain users.

### Problem 3 Determine the Students' Overall Evaluation of the Video-Based Learning Materials

Table 9. Overall Assessment of the Students on the Video-Based Learning Materials

Indicator	Mean	Standard Deviation	Verbal Interpretation
<b>Component/Parts</b>			
Learning Objective	4.84	0.80	Highly Acceptable
Content	4.50	0.81	Highly Acceptable
Application	4.51	0.83	Highly Acceptable
<b>Characteristics /Purpose</b>			
Usability	4.48	0.80	Highly Acceptable
Consistency	4.41	0.84	Highly Acceptable
Versatility	4.44	0.82	Highly Acceptable
Aesthetic Value	4.51	0.78	Highly Acceptable

The table depicts all the descriptions of parts and evaluation of characteristics of the video-based learning material for Physical Education 2-Rhythmic Activities. Table 9 illustrated the overall assessment of the students' respondents on the Video-Based Learning Materials based on their experiences while they are using them. All indicators are verbally interpreted as highly acceptable. Learning objective stood out among other indicators which rated the mean of 4.84 and 0.80 as standard deviation. This means that the learning objectives in every lesson were clearly stated and discussed by the teachers. Moreover, the totality of the instructional learning module was verbally interpreted as highly acceptable as revealed on the table both parts and characteristics, as to with application (M=4.51, SD=0.83), aesthetic value (M=4.51, SD=0.78), content (M=4.50, SD=0.81), usability (M=4.48, SD=0.80), versatility (M=4.44, SD=0.82), and consistency (M=4.41, SD=0.84). The least among all indicators was consistency.

In the time of pandemic where everyone needs change in delivering instructions, a lot of challenges are encountered not only by the students but also by the teachers. The hardships of demonstrations of movements online, showing pictures about costumes, culture, and traditions of one place which was significant in discussing rhythmic activities in physical education courses (Alvarez, 2013). Lau (2014) that learning objectives are an important part of the module which was the basis of the targets of the students and teachers and have them a target. It was also attested by Abd-El-Kader et al. (2015), the

learning materials must have cognitive content which fits the learning objectives in physical education classes and aids in the acquisition of lesson concepts and understanding. Likewise, these learning materials have the potential to assist teachers in developing and delivering distant teaching materials to their students (Irfannuddin et al., 2021).

Usability refers to making learning resources easier to use and more closely matching them to the user's needs and requirements (Alonzo et al., 2019). All of the details are quite consistent, as agreed upon by the students' replies. The instructional material was constant from start to finish, concentrating on the major objectives and activities. Consequently, all statements are viewed as being exceedingly versatile. Versatility is an engagement in a wide variety of different types or forms and this could help teachers to develop their pedagogy (Macharia, 2013). The learning material may be utilized in a range of physical education activities and allows for self-study. It also includes a range of activities, each of which is tied to a certain lesson. Management is the process of creating and maintaining a learning environment in which everyone collaborates to achieve the purpose of the course (Aquino, 2022).

## **CONCLUSION**

This study was geared towards the development and validation of the Video-based Learning Materials for the Physical Education course- Rhythmic activities. The researcher conceptualized, produced, evaluated, and revisited it multiple times. And based on the responses of the students, the learning module with its parts in terms of learning objectives, contents, application, and evaluation in terms of usability, consistency, versatility, and aesthetic value was likewise "Highly Acceptable" based on the experiences of the respondents while they are using the learning materials. It was found out that the video-based learning materials have an effect in enhancing student's performance in Physical Education- rhythmic activities.

These learning materials can be used in delivering instructions in PE classes. This is evidently helpful for the teachers and students to learn and develop the skills of dancing, exploring various cultures and traditions, reading dance literature, history of different genres of dances, and improvement of their dance performance as they look at and study the video-based learning materials. As agreed by Abuhassna and Yahaya (2018), the evaluation of modules showed the findings which reveal that the recommended dance generation model works well in generating realistic dancing videos. This means that video-based materials have the power to motivate and inspire students to perform well.

The following recommendations were made in light of the findings: Video-based Learning Materials for Physical Education course- Rhythmic activities can be utilized by the 1st year students in Higher Education Institutions as supplementary instructional materials, revisions should still be considered in the development of the learning material since the respondents have the right to comment and suggest upon answering the researcher's questionnaire for the improvement of the learning materials, validation may be done on the level of difficulty of the applications and simulations given since the respondents had different levels of knowledge, skills, and understanding, and it can also use for further studies or set as guide reference.

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