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## Basicha: Development and Validation of Creative Multimedia E-learning Materials for Grade 9 Cha-Cha Dance Performance

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Basicha: Development and Validation of Creative Multimedia E-learning Materials for Grade 9 Cha-Cha Dance Performance

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### Abstract

The Basicha multimedia elearning platform enhances Grade 9 students' ChaCha dance proficiency within the Physical Education curriculum by addressing clearly identified weaknesses in Proper Execution (12.79/20) and Mastery & Timing (20.95/30), despite students showing strengths in etiquette and creativity; this performance gap stems in part from PE teachers lacking specialized dance training. Guided by the ADDIE model—Analyze, Design, Develop, Implement, and Evaluate—the platform incorporates front and backangle instructional videos (including slowmotion), steppattern tables with counts, etiquette guidance, and sequential “Next” navigation to support varied learning styles. Validation by Physical Education instructors, Dancesport professionals, and IT experts yielded very high validity in all assessed domains. Content Quality (M = 4.86), Instructional Quality (M = 4.70), Technical Quality (M = 4.73), and Accuracy (M = 4.77) resulting in an overall mean of 4.77, confirming the platform's effectiveness in strengthening technical skills, rhythm mastery, posture, etiquette, and creative expression.

Keywords: multimedia elearning, ADDIE model, ChaCha dance, dance education, instructional design, performance validation

### Background

In contemporary education, secondary students are increasingly recognized as visual and kinesthetic learners who benefit significantly from multimedia-rich instruction that fosters engagement, critical thinking, and retention. Although instructional videos and interactive content have proven effective in enhancing dance education by supporting self-paced learning and technical refinement, the integration of Cha-cha instruction within Physical Education remains limited. This is largely due to inadequate teacher training and low confidence in dance pedagogy, which in turn hampers students' technical execution, rhythm, and timing. Despite the inclusion of DanceSport particularly Latin dances like the Cha-cha in the school curriculum, the absence of structured and accessible multimedia teaching resources continues to undermine its educational potential. Therefore, there is a pressing need within the Philippine Grade 9 Physical Education context for a comprehensive e-learning platform that provides clear demonstrations, rhythmic guidance, and interactive features to support both teachers and learners, and effectively address the existing gaps in Cha-cha dance instruction.

### Objectives

1.What is the performance level of Grade 9 physical education students before the development of creative multimedia e-learning material in terms of:

1.1 Proper Execution;

- 1.2 Dance Etiquette;
- 1.3 Mastery in Timing; and
- 1.4 Choreography and Creativity?
2. What creative multimedia e-learning materials will be developed to address the cha cha dance performance of grade 9 physical education students?
3. What is the validity level of creative multimedia e-learning materials for cha cha dance performance of grade 9 physical education students in terms of:
  - 3.1 Content Quality;
  - 3.2 Instructional Quality;
  - 3.3 Technical Quality; and
  - 3.4 Accuracy?

#### Methods

This study employed a Research and Development (R&D) design using the ADDIE model Analyze, Design, Develop, Implement, and Evaluate to create and validate BASICHA: Creative Multimedia for Cha Cha Dance Learning. A mixed-methods approach was utilized, combining quantitative data from Likert-scale evaluations on content, instructional, and technical quality, and qualitative insights from expert validators. The study was conducted in selected schools and institutions in South Cotabato, involving 156 Grade 9 students, 10 PE teachers, 3 licensed dancesport professionals, and 2 IT experts, all selected through purposive sampling. Data were gathered using an adapted DepEd LRMDs-based evaluation tool and analyzed using mean scores and thematic analysis. Ethical guidelines were strictly followed, with formal approval from the Institutional Ethics Review Committee (IERC). The study aimed to ensure that the developed multimedia material is pedagogically sound, technically functional, and effective in enhancing students' learning and performance in Cha Cha dance.

#### Results

Table 1. Diagnostic Score of Grade 9 Students Before the Development of Multimedia E-learning Material

Score D	Score D	Score D	Score D	Score D	Score D	Score D	Score D	Score D	Score D	Score D	Score D	Score D	Score D	Score D	Score D	Score D	Score D	Score D	Score D
Proper Execution (20%)	11.3	NSH	13.33	NSH	13	NSH	12.33	NSH	12	NSH	13.66	NSH	14	NSH	12.66	NSH	12.79	NSH	NSH
Dance Etiquette(10%)	9	VG	8.33	S	9	VG	8.33	S	8.33	S	8.66	G	9	VG	8.66	G	8.66	G	G
Mastery & Timing (30%)	18.33	NSH	22.33	FS	21.66	FS	21	FS	20.66	NSH	21.66	FS	22	FS	20	NSH	20.95	NSH	NSH
Choreography & Creativity (40%)	34.66	G	33.33	S	34	G	33.33	S	33.36	S	34.66	G	34	G	35	G	34.08	G	G
Mean Score	73.33	77.33	77.66	75	74.66	78.86	79	76.33	76.5										
Description	FS	S	S	S	FS	S	S	S	S	S	S	S	S	S	S	S	S	S	S
Scale:	Proper Execution: 18.9 - 20 Excellent, 18 - 18.8 Very Good, 17 - 17.9 Good, 16 - 16.9 Satisfactory, 14 below Needs Special Help. Dance Etiquette: 9.5 - 10 Excellent,, 9.0 - 9.4 Very Good, 8.5 - 8.9 Good, 8.0 - 8.4 Satisfactory, 7.4 - 7.9 Fairly Satisfactory, 7.4 below Needs Special Help. Mastery & Timing: 28.5 - 30 Excellent, 27.0 - 28.4 Very Good, 25.5 - 27.9 Good, 22.5 - 25.4 Satisfactory, 21.0 - 22.4 Fairly Satisfactory, 21 below Needs Special Help. Choreography and Creativity: 38 - 40 Excellent, 36 - 37 Very Good, 34 - 35 Good, 30 - 33 Satisfactory, 28 - 29 Fairly Satisfactory, 28 below Needs Special Help. Total Score: 95 - 100 Excellent, 90 - 94 Very Good, 85 - 89 Good, 75 - 79 Satisfactory, 70 - 74 Fairly Satisfactory, 70 below Needs Special Help.																		

The table 1 shows the diagnostic test results of Grade 9 students show strengths in Choreography and Creativity (34.08/40) and Dance Etiquette (8.66/10), but reveal weaknesses in Proper Execution (12.79/20) and Mastery and Timing (20.95/30). Performer 1 had the lowest overall score (73.33) due to issues in technique and timing, while Performer 7 scored highest (79) with consistent performance. The findings highlight the need for focused instruction on technical execution and rhythm, while continuing to nurture students' creativity and etiquette.

Table 2. Key Indicators in addressing the dance performance of Grade 9 students.

Key Indicators	Objective	Strategy/Activity	Materials/Resources	References	Link
Proper Execution	(12.79, NSH)	Improve proper execution of students	Instructional video of basic steps with proper execution	WDSF Technique Books - Cha cha - cha (3rd edition)	World DanceSport Federation. (2019). WDSF technique books: Cha-cha-cha (3rd ed.). Casa Musica. <a href="https://casa-musica.com/en/literature-books/206-wdsf-technique-books-cha-cha-cha-3rd-edition.html">https://casa-musica.com/en/literature-books/206-wdsf-technique-books-cha-cha-cha-3rd-edition.html</a>
Mastery & Timing	(20.95, NSH)	Develop students mastery & timing of basic steps	Instructional video of basic steps with proper timing	WDSF Technique Books - Cha cha - cha (3rd edition)	World DanceSport Federation. (2019). WDSF technique books: Cha-cha-cha (3rd ed.). Casa Musica. <a href="https://casa-musica.com/en/literature-books/206-wdsf-technique-books-cha-cha-cha-3rd-edition.html">https://casa-musica.com/en/literature-books/206-wdsf-technique-books-cha-cha-cha-3rd-edition.html</a>
Choreography & Creativity	(34.08, G)	Demonstrate Originality and Expression	Demonstration of advanced execution of the basic steps	WDSF Technique Books - Cha cha - cha (3rd edition)	

World DanceSport Federation. (2019). WDSF technique books: Cha-cha-cha (3rd ed.). Casa Musica. <https://casa-musica.com/en/literature-books/206-wdsf-technique-books-cha-cha-cha-3rd-edition.html>

## Dance Etiquette

(8.66, G) Learn the proper posture, behavior, and attire Dedicated section for proper posture and attire in social dance WDSF competition rules. World DanceSport Federation. (2013). WDSF competition rules. <https://cdnb.worlddancesport.org/legacy-docs/competition/rules%20and%20bidding/2013/Competition%20Rules.pdf> Table 2 presents the key indicators used to assess the dance performance of Grade 9 students, highlighting areas that require improvement to enhance overall performance. The data emphasizes the need for significant focus on Proper Execution and Mastery & Timing, which recorded the lowest average scores among the four criteria. These results suggest that students struggle most with the technical and rhythmic aspects of the Cha-cha, such as maintaining proper posture, executing precise movements, and keeping in sync with the music. On the other hand, Choreography & Creativity and Dance Etiquette received relatively higher scores, indicating that only minor enhancements are needed in these areas. Students have shown strong potential in expressing originality and demonstrating appropriate behavior during performances. Thus, instructional efforts should prioritize refining technical skills and musical synchronization, while continuing to support and develop students' creativity and performance conduct.

Table. 3: Summary of the level of Validity of the developed e-learning materials for Grade 9 cha-cha dance mastery in physical education

Level of acceptability WM SD Description

1. Content Quality 4.86 0.34 VHV

2. Instructional Quality 4.7 0.53 VHV

3. Technical Quality 4.73 0.48 VHV

4. Accuracy 4.77 0.59 VHV

Overall Mean 4.77 VHV

Scale: Not Valid: 1.00 - 1.49, Less Valid: 1.50 - 2.49, Valid: 2.50 - 3.49, Highly Valid: 3.50 - 4.49, Very Highly Valid: 4.50 - 5

The overall acceptability of the developed e-learning materials for Grade 9 Cha-cha dance mastery in Physical Education was rated highly effective across all evaluated dimensions, as reflected in an overall mean score of 4.77, classified as Very Highly Valid (VHV). Among the four criteria, content quality achieved the highest mean of 4.86, indicating strong alignment with learning competencies, promotion of critical thinking, and use of age-appropriate language. Instructional quality followed with a mean of 4.7, affirming the material's effectiveness in achieving educational objectives through diverse teaching strategies. Technical quality, with a mean score of 4.73, demonstrated the strength of the materials' audiovisual design and user-friendly navigation. Meanwhile, accuracy received a mean of 4.77, highlighting the clarity and correctness of content. These findings affirm that the e-learning materials are pedagogically sound and technically reliable, with only minor areas requiring improvement to further optimize the learning experience.

## Conclusion

The study concludes that the Basicha creative multimedia e-learning material is a highly valid and effective tool for improving Grade 9 students' Cha-cha performance in Physical Education. Diagnostic results highlighted technical weaknesses in Proper Execution and Mastery and Timing, which the material addressed using the ADDIE model through videos, guides, and rhythm exercises. Validation showed very high acceptability in content, instruction, technical design, and accuracy, with content quality rated highest. Overall, Basicha is a comprehensive and engaging resource that enhances Cha-cha instruction and supports meaningful student learning.

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