



Development of Folk-Dance Videos for E-learning

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ABSTRACT

This study was geared towards the development of folk-dance videos for e-learning through folk dance tutorial videos for physical education instructors and folk-dance trainers/choreographers to determine the level of development in terms of acceptability, usability, and relevance. The study utilized a descriptive survey design which allows us to reveal the level of development of the developed folk dance videos for e-learning. We also developed a dance that had been used as a video tutorial wherein we have performed and recorded for the respondents to follow. A survey questionnaire was done to know what is the level of development of the developed and validated folk dance videos for e-learning. Findings revealed that the folk-dance videos for e-learning developed by we are excellent and meet above 75-90% acceptability, usability, and relevance standards. This study can conclude that the developed videos for e-learning were an effective tool in teaching dance to the students wherein the developed videos are acceptable, useful and relevant. It gives opportunity for the physical education instructors and folk-dance trainers/choreographers to have their time to develop their dance skills and it would lessen their task to teach students because the video is pre-recorded and their students can learn from it without them physically.

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1. INTRODUCTION

E-learning is the most essential way to provide quick delivery of lessons (Eze et al., 2018; Akhter et al., 2021). Developing Folk Dance Videos for e-learning faces many problems in the school curriculum and it receives less attention and interest due to the rise of globalization.

Dance education has experienced numerous changes in content and identity through its history (Bannon & Sanderson, 2000; Risner & Stinson, 2010; Risner & Barr, 2015; Mabingo, 2015). Philippine folk dances are as old as the history itself which at present generation are rarely seen. The use of e-learning is becoming a global issue now. In the educational field, there are many institutions already using it. Şuşu (2018) opted that at the gatherings the teachers had the duty to organize through the school institutions; folk dance was also a context for educating the adults.

Folk dance, also known as traditional dance, ethnic dance, and folk choreography, joins musical folklore and literary folklore to complete the major field of folklore, thus being a distinct third component of this field (Wilcox, 2018). The study of folk dance is the object of the scientific discipline known as Ethnochoreology (Şuşu, 2018; Rakočević et al., 2015).

For this reason, we developed tutorial videos for e-learning as a tool for instruction that both students and teachers can benefit from it. For teachers, it could lessen their amount of work when teaching students to dance and for students, it can assist them without the help of a real dance teacher.

This study aims to develop or create tutorial videos for e-learning that will help students, physical education instructors, and folk-dance trainers or choreographers and in Region 12 specifically, the three provinces in the region: Sultan Kudarat, South Cotabato, and Sarangani to determine its acceptability, usability, and relevance of Folk-Dance videos for e-learning.

2. METHOD

The method in this study used a descriptive survey design with purposive sampling method technique, using a 5-point Likert scale. This study was conducted among physical education instructors and folk-dance trainers/choreographers in the Region XII-Soccsksargen specifically the three provinces of the region which are the Sultan Kudarat, South Cotabato, and Sarangani in the Philippines for School Year 2020-2021.

3. RESULTS AND DISCUSSION

Table 1 reveals that it is acceptable as supported by the total value of $M=4.14$; likewise, the consistent ratings for all the indicators clearly substantiate the overall result. To the respondents, the content of folk-dance videos is acceptable to students, instructors and trainers of understanding with the value of $M=4.27$. The overall content of the tutorial video is a creative approach that allows the viewers to understand and follow easily the dance even it was a recorded video is acceptable with the value of $M=4.20$.

The folk-dance tutorial videos are acceptable to the respondents, since they provide a clear and understandable content that is the same as with an actual instructor or trainer with the value of $M=4.13$. The folk-dance tutorial videos are appropriately and well executed. They are free from critics with the value of $M=4.10$ as acceptable and same as the content of folk-dance videos for e-learning is acceptable and effective that the viewers are able to follow it without the help of a real instructor with the value of $M=4.00$.

This implies that the level of development of folk-dance videos for e-learning in terms of acceptability is acceptable to the respondents the Physical Education Instructor and Folkdance Trainer/ Choreographers in the Region 12 with the total mean of 4.14.

In particular, it can be claimed that the development of folk-dance videos for e-learning would be excellent in terms of acceptability with its content that is clear and understandable for the viewers. It also gives opportunity for the physical education instructors and folk-dance trainers/choreographers to have their own time to develop their dance skills and it would lessen their task to teach students because the video is pre-recorded and their students can learn from it without them physically.

As emphasized in the study of [Adams and Wieman, \(2011\)](#) content of educational videos are acceptable, since they provide systematic explanations on forces that affect changes on earth's surface which are aligned in the curriculum guide and the overall packages of educational video capture the main objectives and acceptable to learners with different learning styles. The content of educational videos on forces that affect changes on the earth's surface are acceptable and suitable to students' level of understanding which results for the videos on factors that affect changes on the earth's surface was acceptable.

Table 2 presents the level of development of folk-dance videos for e-learning in terms of their usability.

Table 2 reveals that the content of the tutorial video may be used as a tool in helping (students, teacher, or viewers) to increase cultural experiences in folk dance even in e-learning are acceptable to the respondents with the value of $M=4.40$. It's acceptable overall; the tutorial video is suitable to students, teachers, and trainers/ choreographers because it introduces them to the richness and grandeur of the Filipino with the value of $M=4.33$. The content of the tutorial videos by the use of e-learning is beneficial for both student and teachers are acceptable to the respondents with the value of $M=4.27$. The same as the tutorial videos are appropriate as an innovative material to reinforce in developing folk dance videos for e-learning with the value of $M=4.27$ and the folk-dance tutorial videos are appropriate as a useful tool that helps both trainers and instructors in teaching the dance skills in e-learning with the value of $M=4.27$.

Table 1. Level of development of folk-dance videos for e-learning in terms of acceptability.

Indicators	Mean	Verbal Description
1. The folk-dance tutorial videos are acceptable since they provide clear and understandable content that is the same as with an actual instructor or trainer.	4.13	Acceptable
2. The content of folk-dance videos is acceptable to students, instructors, and trainers' level of understanding.	4.27	Acceptable
3. The folk-dance tutorial videos are appropriately and well-executed. They are free from critics.	4.10	Acceptable
4. The overall content of the tutorial video is a creative approach that allows the viewers to understand and follow easily the dance even it was a recorded video.	4.20	Acceptable
5. The content of folk-dance videos for e-learning is acceptable and effective that the viewers can follow it without the help of a real instructor.	4.00	Acceptable
Total Mean	4.14	Acceptable

Note. 4.50-5.00- Perfectly Acceptable; 3.50-4.49- Acceptable; 2.50-3.49- Somewhat Unacceptable; 1.50-2.49- Unacceptable; 1.00-1.49- Totally Unacceptable.

Table 2. Level of development of folk-dance videos for e-learning in terms of usability.

Indicators	Mean	Verbal Description
1. The folk-dance tutorial videos are appropriate as a useful tool that helps both trainers and instructors in teaching the dance skills in e-learning.	4.27	Usable
2. The tutorial videos are appropriate as an innovative material to reinforce in developing folk dance videos for e-learning.	4.27	Usable
3. The content of the tutorial videos by the use of e-learning is beneficial for both students and teachers.	4.27	Usable
4. The content of the tutorial video may be used as a tool in helping (students, teachers, or viewers) to increase cultural experiences in folk dance even in e-learning.	4.40	Usable
5. Overall, the tutorial video is suitable for students, teachers, and trainers/ choreographers because it introduces them to the richness and grandeur of the Filipino.	4.33	Usable
Total Mean	4.31	Usable

Note. 4.50-5.00- Perfectly Usable; 3.50-4.49- Usable; 2.50-3.49- Somewhat Unusable; 1.50-2.49- Unusable; 1.00-1.49- Totally Unusable.

It means that the level of development of folk-dance videos for e-learning in terms of usability is acceptable to the respondents/physical education instructor and folk-dance trainer/ choreographers in the province of Sultan Kudarat with a total mean of 4.31.

For specificity, it can be claimed that the development of folk-dance videos for e-learning is excellent in terms of teaching dance skills in e-learning because of its understandable content. Further, it is also an innovative material to reinforce in developing folk dance videos for e-learning. In support, [Adams and Wieman, \(2011\)](#) highlighted that educational videos are usable for their innovative materials which are useful to reinforce students learning. While the content of educational videos may be used as a tool in helping viewers understand a series of concepts worth remembering.

Table 3 presents the level of development of folk-dance videos for e-learning in terms of their relevance. As reflected in **Table 3**, it reveals that it is relevant as supported by the total mean of 4.23; likewise, the consistent ratings for all the indicators substantiate the overall result. It shows that the tutorial videos of folk dances are suitable to both trainers and instructors most especially in adapting e-learning are acceptable with the value of M=4.43. As a whole, the objective/s of the tutorial video is/are relevant and aligned with the skills and competencies of the students, teachers, and trainers/ choreographers with the value of M=4.37. e-learning is suitable in supporting trainers and instructors' endeavors in interpreting folk dances are acceptable to the respondents with the value of M=4.23. Same as the overall content of the folk-dance videos are comprehensive and effective that both instructors and trainers can enhance their learning with the presence of e-learning with the value of M=4.23. And teaching the different folk dances through e-learning adaptation is essential for it increases cultural awareness are acceptable to them with the value of M=4.17.

This implies that the level of development of folk-dance videos for e-learning in terms of relevance is acceptable to the respondents/physical education instructor and folk-dance trainer/ choreographers in the province of Sultan Kudarat with a total mean of 4.23. In particular, it can be claimed that the development of folk-dance videos for e-learning is perfectly relevant wherein it can support teachers' and trainers' endeavors in interpreting folk dances. The folk-dance videos are excellent for their comprehensive, effective and aligned flow presentation of the skills that surely helps students, teachers, and trainers/ choreographers.

Table 3. Level of development of folk-dance videos for e-learning in terms of relevance.

Indicators	Mean	Verbal Description
1. The tutorial videos of folk dances are suitable to both trainers and instructors most especially in adopting e-learning.	4.43	Relevant
2. e-learning is suitable in supporting trainers and instructors' endeavors in interpreting folk dances.	4.23	Relevant
3. Teaching the different folk dances through e-learning adaptation is essential for it increases cultural awareness.	4.17	Relevant
4. The overall content of the folk-dance videos is comprehensive and effective and both instructors and trainers can enhance their learning with the presence of e-learning.	4.23	Relevant
5. As a whole, the objective/s of the tutorial video is/are relevant and aligned with the skills and competencies of the students, teachers, and trainers/ choreographers.	4.37	Relevant
Total Mean	4.23	Relevant

Note. 4.50-5.00- *Perfectly Relevant*; 3.50-4.49- *Relevant*; 2.50-3.49- *Somewhat Irrelevant*; 1.50-2.49- *Irrelevant*; 1.00-1.49- *Totally Irrelevant*.

The contents of educational videos are essential to students since they provide relevant discussion to the subject matter, the objective of the educational video is relevant and aligned with the skills and competencies in the curriculum guide and the overall discussion in the educational videos provides substantial explanation and clear discussion of the subject matter which describes as Relevant. The educational videos on forces that affect changes on the earth's surface can be considered as important to achieving better retention of student's learning and the educational videos are important because it reinforces or supplements concepts on forces that affect changes on the earth's surface necessary for mastery.

4. CONCLUSION

Based on the findings of the study, it can be concluded that the Developed Videos for e-learning was an effective tool in teaching dance to the students wherein the developed videos are acceptable, useful, and relevant as evaluated by the Physical Education Instructors and Folkdance Trainers or Choreographers.

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6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

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