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# Flipped Classroom: Its Effect on Students' Performance and Experiences in Learning Cha-Cha-Cha Dance

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## Abstract

This study examined the effectiveness of the Micro-flipped Classroom Approach in improving Grade 9 students' Cha-Cha-Cha dance performance and learning experiences at Bankal National High School, Lapu-Lapu City, during the school year 2025–2026. Using a one-group pretest–posttest design, the study involved 40 students selected through cluster sampling and a four-week intervention combining instructional videos with guided classroom practice. Data were collected using a validated dance performance rubric, a learning-experience questionnaire, and semi-structured interviews and were analyzed through descriptive statistics, a paired-samples t-test, and thematic analysis. Results revealed substantial improvement in students' overall performance, progressing from Developing (M = 1.77) to Advanced Mastery (M = 3.52). Total performance scores increased from 7.10 to 14.07, indicating a statistically significant difference ($t = -20.18$, $p < .001$). Three major themes emerged: Drivers of Positive Learning, Improved Focus, and Promotes Passion and Active Engagement. The findings indicated that the approach was associated with improved dance competencies, motivation, confidence, and classroom participation. Consequently, integrating the proposed enhanced lesson plan into MAPEH instruction was recommended to strengthen performance-based learning. However, the single-school sample and absence of a comparison group limited generalizability and causal interpretation. The study contributed context-specific evidence supporting technology-integrated dance instruction and offered practical guidance for improving instructional strategies, student engagement, and skill development in Physical Education.

**Keywords:** Cha-Cha-Cha Dance, Dance Performance, Grade 9, Learning Experiences, MAPEH Instruction, Micro-Flipped Classroom, Technology-Integrated Instruction

## 1. Introduction

Technology-integrated instruction has become an important approach to improving students' learning performance, engagement, and skill development in Music, Arts, Physical Education, and Health (MAPEH). Among contemporary instructional strategies, the Micro-flipped classroom combines independent preparation through short instructional videos with classroom-based practice, collaboration, and individualized feedback. Research on flipped classrooms has demonstrated positive effects on students' academic performance, motivation, and learning experiences across educational settings (Sablan & Prudente, 2022; Li et al., 2025; Wu et al., 2025). In Physical Education, this approach offers opportunities to develop movement accuracy, rhythmic coordination, body control, and creative expression. This study examined the effectiveness of the Micro-flipped classroom approach on Grade 9 students' performance and experiences in learning Cha-Cha-Cha dance at Bankal National High School, Division of Lapu-Lapu City, during the school year 2025–2026. The findings served as a basis for developing instructional material, particularly an enhanced lesson plan responsive to students' learning needs.

MAPEH provides opportunities for students to develop physical skills, creativity, artistic expression, and interpersonal competencies through meaningful learning activities. However, teaching performance-based competencies requires instructional strategies that accommodate differences in students' preparation, coordination, and learning progress. The flipped classroom approach addresses these instructional considerations by transferring introductory content delivery outside the classroom and emphasizing guided practice, interaction, and feedback during classroom sessions. Sablan and Prudente (2022) found that flipped instruction positively affected academic performance in their meta-analysis, while Li et al. (2025) reported favorable overall learning outcomes among K–12 students exposed to flipped classroom instruction. The Micro-flipped classroom applies these principles through short instructional videos and focused learning tasks designed to prepare students before face-to-face activities. In teaching Cha-Cha-Cha dance, students can independently study demonstrations of fundamental steps, rhythmic patterns, footwork, and body movements before participating in classroom practice. This arrangement allows instructional time to emphasize technical accuracy, partner coordination, performance assessment, and teacher feedback. Ferriz-Valero et al. (2022) examined flipped learning in upper secondary Physical Education and provided evidence supporting its relevance to student learning and motivation. Similarly, Ghorbel et al. (2025) reported improvements in motor learning, knowledge acquisition, and motivation among secondary students receiving flipped gymnastics instruction. In the Philippine context, Dimarucot (2022) examined flipped learning in a college Physical Education dance course and reported generally positive outcomes while identifying challenges involving technological access and students' readiness for independent learning. Lelinge (2023) further demonstrated the potential of flipped instruction to support dance movement learning while emphasizing the need to consider students with different educational needs. These findings established a foundation for examining the Micro-flipped classroom approach in Grade 9 Cha-Cha-Cha instruction, particularly its relevance to performance development and students' learning experiences.

Research on flipped classroom instruction has identified academic performance, learning motivation, engagement, independent preparation, and individualized feedback as important dimensions of instructional effectiveness. Li et al. (2025), in a meta-analysis involving K–12 students, found that flipped classrooms produced positive effects on overall learning performance and cognitive and affective outcomes. Similarly, Wu et al. (2025) reported that flipped Physical Education instruction improved students' intrinsic motivation, self-efficacy, and learning satisfaction. These findings suggested that effective instruction requires attention to both measurable performance and students' experiences. In performance-based learning, opportunities for repeated observation and guided practice are essential to skill acquisition. Liu et al. (2025) found that flipped classroom instruction was associated with improved motor skill performance among university students. Ghorbel et al. (2025) similarly demonstrated improvements in gymnastics performance and knowledge acquisition among secondary students. In dance education, Shang and Attan (2024) examined the relationships among flipped classroom instruction, student engagement, and academic performance, emphasizing the instructional relevance of student-centered activities. Philippine studies have likewise examined technology-supported approaches to dance instruction. Del Rosario (2024) reported improvements in Grade 9 students' dance performance through video-assisted instruction. Lobo et al. (2025) examined the relationship between online videoconferencing use and students' engagement in learning Philippine traditional dances. Congson and Buot (2026) explored junior high school students' experiences with video-based folk dance instruction and developed a contextualized instructional module based on their findings. These studies highlighted the potential of digital materials to support dance learning, engagement, and instructional development. Nevertheless, technology-supported learning does not eliminate the importance of practical instruction. Visande and Losañes (2025) found that instructional videos supported students' cognitive understanding of Philippine folk dances, whereas conventional instruction demonstrated advantages in psychomotor performance. Their findings emphasized the importance of combining digital resources with direct demonstration, supervised practice, and feedback. Carey et al. (2023) similarly discussed the application of flipped instruction to support students' analysis of movement performance and feedback to peers in Physical Education. Independent preparation also requires appropriate learning support. Doo and Park (2024) examined students' pre-class learning behaviors, including resource management, procrastination, and repeated engagement with instructional materials. Lelinge (2023) observed that flipped dance instruction could support inclusive learning, although students with additional educational needs might require greater preparation time. These findings emphasized that the effectiveness of Micro-flipped instruction depends not only on instructional videos but also on the organization of learning activities, students' readiness, and the availability of meaningful classroom support. Collectively, the literature supported the use of flipped classroom strategies to strengthen students' performance, engagement, and learning experiences. However, evidence from general flipped learning or other Physical Education activities did not independently establish the effectiveness of a Micro-flipped approach for Grade 9 Cha-Cha-Cha dance. This distinction provided a rationale for examining its application to the specific dance competencies and learning context of the present study.

At the global level, educational technology has expanded opportunities for flexible instruction, independent learning, and interactive classroom activities. The Global Education Monitoring Report Team (2023) emphasized that technology should be integrated according to learners' needs, educational context, accessibility, and

instructional effectiveness. Research on K–12 flipped classrooms further demonstrated the importance of examining how instructional conditions influence learning outcomes (Li et al., 2025). These perspectives supported the purposeful integration of digital resources into classroom instruction rather than using technology independently of pedagogical objectives. International evidence also supported flipped instruction in Physical Education. Ferriz-Valero et al. (2022) examined its effects on learning and motivation among upper secondary students, while Liu et al. (2025) synthesized evidence concerning motor skill development in university Physical Education. These studies demonstrated the applicability of flipped instructional principles to physical learning activities, although differences in educational levels and performance tasks required consideration when applying their findings to junior high school dance instruction. In the Philippines, technology-integrated Physical Education has gained attention as an approach to supporting practical learning. Dimarucot (2022) demonstrated the application of flipped learning in a Philippine college dance course, while Del Rosario (2024) examined video-supported performance development among Grade 9 students. Visande and Losañes (2025) investigated instructional videos for Philippine folk dance competencies, emphasizing the continuing importance of practical instruction. These studies provided a national perspective on the instructional opportunities and limitations of multimedia-assisted dance learning. The Department of Education also established a policy basis for flexible instructional delivery through Department of Education Order No. 012, s. 2020, which adopted the Basic Education Learning Continuity Plan during the COVID-19 public health emergency (Department of Education, 2020). Although the order specifically addressed learning continuity during the pandemic, its emphasis on flexible delivery and instructional resources provided relevant policy context for technology-supported teaching. Within the Division of Lapu-Lapu City, the present study focused on the application of Micro-flipped classroom instruction to Grade 9 Cha-Cha-Cha dance at Bankal National High School. It examined students' performance before and after the instructional intervention and explored their experiences with the approach. By investigating these outcomes within a specific school context, the study sought to provide evidence for developing responsive instructional material in MAPEH 9.

The study was anchored in Ned Herrmann's Whole Brain Model and the Technological Pedagogical Content Knowledge (TPACK) Framework developed by Mishra and Koehler (2006). These frameworks provided complementary perspectives for understanding the integration of cognitive activities, instructional strategies, technological resources, and performance-based learning in Cha-Cha-Cha instruction. Herrmann's Whole Brain Model describes four interconnected thinking preferences: analytical, sequential, interpersonal, and imaginative thinking (Herrmann, 1991). These dimensions provide a conceptual basis for organizing learning activities that involve understanding, systematic practice, collaboration, and creative expression. In Cha-Cha-Cha instruction, analytical activities involve examining movement patterns and rhythm, sequential activities involve practicing steps systematically, interpersonal activities involve partner coordination, and imaginative activities involve creative dance performance. The Whole Brain Model was used as an instructional organizing framework rather than as evidence that learners possess fixed learning styles or that particular activities activate isolated brain regions. Clinton-Lisell and Litzinger (2024) emphasized the limitations of matching instruction to presumed learning styles, supporting the need to prioritize effective learning activities over rigid learner classifications. Accordingly, the study applied the model to recognize the value of combining cognitive, physical, interpersonal, and creative activities in dance instruction. The TPACK Framework, introduced by Mishra and Koehler (2006), emphasizes the interaction of technological, pedagogical, and content knowledge in effective teaching. Technological knowledge concerns the selection and use of appropriate digital resources; pedagogical knowledge involves instructional strategies, classroom activities, and assessment; and content knowledge refers to the subject matter being taught. Their integration supports purposeful technology use aligned with learning competencies. Recent research has strengthened the relevance of TPACK to contemporary instructional practice. Schmid et al. (2024) described TPACK as a complex and context-dependent framework for understanding technology integration in teaching. Wohlfart and Wagner (2023) emphasized teachers' central role in digitalizing education and the importance of developing appropriate technological competencies. Similarly, Jiménez Sierra et al. (2023) highlighted the relationship between professional learning and the development of teachers' technological pedagogical content knowledge. Within Micro-flipped classroom instruction, TPACK provides a basis for integrating instructional videos with guided practice and performance assessment. Technological knowledge supports the preparation and presentation of short dance demonstrations, pedagogical knowledge guides independent preparation and collaborative activities, and content knowledge ensures accurate instruction in Cha-Cha-Cha movements, rhythm, timing, and coordination. This integration supports the development of instructional materials aligned with students' learning needs. The two frameworks collectively informed the conceptual direction of the study. The Whole Brain Model provided a perspective for organizing varied learning activities, while TPACK guided the integration of technology, pedagogy, and dance content. The Micro-flipped classroom approach served as the instructional intervention, and students' performance and learning experiences represented the principal outcomes. The findings were intended to guide the development of an enhanced lesson plan for MAPEH 9.

Previous research demonstrated the potential of flipped classroom instruction to improve academic performance, motivation, and learning experiences (Sablan & Prudente, 2022; Li et al., 2025; Wu et al., 2025). Studies involving

Physical Education further associated flipped instruction with improvements in motor learning and practical performance (Ferriz-Valero et al., 2022; Ghorbel et al., 2025; Liu et al., 2025). Nevertheless, findings from different educational settings and physical activities required further examination before their application to specific dance competencies could be established. In the Philippine context, Dimarucot (2022) examined flipped learning in college dance instruction, while Del Rosario (2024) investigated video-assisted dance performance among Grade 9 students. Visande and Losañes (2025) further demonstrated the importance of combining digital instructional materials with practical movement instruction. Although these studies provided relevant evidence, they did not directly establish the effectiveness of the Micro-flipped classroom approach for teaching Cha-Cha-Cha dance in MAPEH 9 at Bankal National High School. The present study addressed this context-specific research gap by examining students' performance in form and technique, rhythmic footwork, timing and coordination, crossover breaks, balance, body control, and creative dance routines. It also investigated students' experiences with Micro-flipped classroom instruction to provide additional information about the approach beyond performance assessment. By comparing pretest and posttest performance and examining learning experiences, the study sought to determine the effectiveness of Micro-flipped classroom instruction in the selected Grade 9 setting. Its findings provided the basis for formulating an enhanced lesson plan intended to strengthen Cha-Cha-Cha instruction and support responsive teaching practices in MAPEH.

The study was primarily aligned with Sustainable Development Goal 4 (Quality Education), which promotes inclusive and equitable quality education and meaningful learning opportunities. The Global Education Monitoring Report Team (2023) emphasized that educational technology should be used according to learners' needs, accessibility, and instructional effectiveness. By examining Micro-flipped classroom instruction in MAPEH 9, the present study contributed to understanding how technology-supported learning activities could strengthen students' performance, engagement, and opportunities for skill development. The proposed enhanced lesson plan further supported the development of responsive instructional materials aligned with specific learning competencies. The study also demonstrated relevance to Sustainable Development Goal 3 (Good Health and Well-Being) through its focus on Physical Education and active participation in dance activities. The World Health Organization (2022) emphasized the importance of promoting physical activity to support health and well-being. Although the study did not directly measure health outcomes, its emphasis on movement, coordination, bodily control, and active participation was consistent with educational efforts encouraging physical activity among learners. These connections emphasized the study's contribution to educational quality and its relevance to physical activity promotion. Its principal contribution remained the examination of an instructional approach intended to improve Grade 9 students' dance performance and learning experiences.

The study contributed to educational sustainability by examining an instructional approach that combined independent preparation, classroom participation, and performance-based assessment. Evidence on flipped instruction indicated that meaningful learning outcomes depend on appropriate instructional design, student engagement, and opportunities for feedback (Li et al., 2025; Wu et al., 2025). The proposed enhanced lesson plan could therefore support the continuous improvement of teaching practices and the development of responsive instructional materials in MAPEH. In terms of technological sustainability, the study emphasized the purposeful use of reusable instructional videos and flexible learning resources. The TPACK Framework supported the alignment of technology with teaching strategies and subject competencies, while contemporary research emphasized teachers' role in effectively integrating digital resources into instruction (Schmid et al., 2024; Wohlfart & Wagner, 2023). These considerations supported sustainable instructional improvement through appropriate technology use rather than technological dependence. The study also contributed to cultural and institutional sustainability. Dance instruction provides opportunities for artistic expression, creativity, interpersonal coordination, and appreciation of movement-based cultural practices. Research on multimedia-supported dance instruction demonstrated the relevance of contextualized educational resources to teaching culturally significant movement traditions (Arandallo & Solomon, 2025). Although Cha-Cha-Cha instruction was the specific focus of the present study, its emphasis on creative expression and social dance learning supported the broader educational value of dance. At the institutional level, the findings could guide school administrators, master teachers, and MAPEH teachers in improving instructional strategies and developing performance-based learning interventions. These contributions connected education, technology integration, physical activity, cultural learning, and instructional development within a multidisciplinary sustainability perspective.

The study aimed to determine the effectiveness of the Micro-flipped classroom approach on Grade 9 students' performance and experiences in learning Cha-Cha-Cha dance at Bankal National High School, Division of Lapu-Lapu City, during the school year 2025–2026. Specifically, it examined students' pretest and posttest performance in demonstrating proper form and technique; executing footwork with correct rhythm, timing, and coordination; performing crossover breaks with balance, accuracy, and body control; and combining learned steps into creative and well-coordinated dance routines. The study also determined whether a significant difference existed between students' pretest and posttest performance and examined their experiences with Micro-flipped classroom instruction. Based on the findings, the research sought to formulate instructional material, particularly an enhanced lesson plan tailored to the Micro-flipped classroom approach. The null hypothesis stated that there was no

significant difference between the pretest and posttest performance of Grade 9 students in Cha-Cha-Cha dance. The hypothesis was tested at the 0.05 level of significance.

The study was significant to school administrators, master teachers, MAPEH teachers, students, parents, and future researchers. School administrators could use the findings to guide instructional improvement initiatives and professional development activities promoting appropriate technology integration. Master teachers could apply the findings in designing instructional support and interventions responsive to students' performance difficulties. MAPEH teachers could benefit from evidence regarding the application of Micro-flipped classroom instruction to dance learning, particularly in organizing independent preparation, practical activities, and performance assessment. Students could benefit from instructional activities promoting movement accuracy, rhythmic coordination, collaboration, creativity, and active classroom participation. Parents could also gain insights into how structured technology-supported learning activities contribute to students' preparation and engagement. For future researchers, the study could provide a reference for examining technology-integrated teaching strategies, performance-based learning, and students' experiences in Physical Education. The proposed enhanced lesson plan served as a practical instructional output intended to support the continuous improvement of MAPEH teaching and learning.

## 2. Material and Methods

### 2.1 Research Design

The study employed a one-group pretest–posttest research design to examine changes in students' Cha Cha Cha dance performance following the implementation of the Micro-flipped Classroom Approach. The same group of students was assessed before and after the instructional intervention to determine differences in performance. Bierer et al. (2025) explained that one-group pretest–posttest designs allow researchers to examine changes following an intervention, although the absence of a control group limits causal conclusions. The Micro-flipped Classroom Approach served as the instructional intervention, while students' dance performance was the measured outcome. The study followed an input–process–output framework. The input consisted of students' performance in form and technique, footwork with correct rhythm and timing, crossover breaks, and coordinated dance routines. The process involved securing approvals and informed consent, administering research instruments, implementing the intervention, conducting interviews, and analyzing the collected data. The output consisted of instructional materials designed to improve students' Cha Cha Cha dance performance and learning experiences through the Micro-flipped Classroom Approach.

### 2.2 Locale of the Study

The study was conducted at Bankal National High School in Barangay Bankal, Lapu-Lapu City, Cebu, under the Department of Education Schools Division of Lapu-Lapu City. The institution provides junior and senior high school education and serves students from the surrounding communities (Department of Education–Schools Division of Lapu-Lapu City, n.d.). The research specifically involved Grade 9 students enrolled in MAPEH during the school year 2025-2026.

### 2.3 Respondents of the Study

The respondents consisted of 40 Grade 9 students enrolled at Bankal National High School during the school year 2025-2026. The group included 20 male students (50%) and 20 female students (50%). All respondents participated in the Micro-flipped Classroom Approach and underwent pretest and posttest assessments to determine changes in their Cha Cha Cha dance performance. Their learning experiences during the intervention were also examined using the research instruments.

### 2.4 Sample and Sampling Procedure

The study employed cluster sampling to select the respondents. Grade 9 comprised 12 sections, from which one section was randomly selected. All 40 students from the selected section participated in the study. This procedure enabled the researcher to examine students' dance performance within an existing classroom group.

### 2.5 Research Instrument

The study utilized a Cha Cha Cha Performance Rubric to assess students' dance performance before and after implementing the Micro-flipped Classroom Approach. The rubric was validated by three Master Teachers specializing in MAPEH at the junior high school level. It evaluated four performance components: form and technique, footwork with correct rhythm and timing, crossover breaks demonstrating balance and body control, and coordinated execution of dance routines. Tamiolaki et al. (2024) demonstrated the relevance of structured rubrics for assessing dance performance, while Jeisy (2026) emphasized the usefulness of analytical criteria in evaluating technical and expressive aspects of dance performance. Students' performance was evaluated using a four-point rating scale. Scores ranging from 3.01 to 4.00 indicated Advanced Mastery, characterized by accurate, polished, and coordinated movements. Scores from 2.01 to 3.00 indicated Proficient performance, reflecting satisfactory mastery with minor errors. Scores from 1.01 to 2.00 indicated Developing performance, characterized

by partial mastery and inconsistencies in movement execution. Scores from 0 to 1.00 indicated Beginning performance, reflecting substantial difficulties in rhythm, coordination, and technique. The study also utilized a Likert-scale questionnaire to assess students' experiences with the instructional approach and a semi-structured interview guide validated by an expert master teacher. These instruments gathered information about students' learning experiences, challenges, and lessons learned during the intervention.

### 2.6 Data Gathering Procedure

The data-gathering process began with the researcher securing approval from the Schools Division Superintendent, Public Schools District Supervisor of District 2, school principal of Bankal National High School, and MAPEH master teachers. Informed consent was obtained from the respondents before data collection. The research instruments underwent face and content validity assessment by MAPEH master teachers. The validated performance rubric was administered during the pretest to determine students' initial Cha Cha Cha dance performance. Subsequently, the Micro-flipped Classroom Approach was implemented over four weeks in MAPEH 9. Video lessons were provided before classroom instruction to familiarize students with the required dance movements, while classroom activities emphasized guided practice, skill development, and performance tasks. Hsia et al. (2022) demonstrated the application of flipped learning in dance instruction, particularly in promoting practice, reflection, and student engagement. Following the intervention, students underwent a posttest using the same performance rubric. Three MAPEH teachers assessed students' pretest and posttest performances. The questionnaire and semi-structured interviews were also administered to gather information about students' learning experiences during the intervention. After data collection, the researcher organized and tabulated the responses using Microsoft Excel. The collected information was subjected to descriptive, inferential, and thematic analyses. The results served as the basis for developing instructional materials tailored to the Micro-flipped Classroom Approach.

### 2.7 Data Analysis Techniques

The study employed descriptive and inferential statistics to analyze students' Cha Cha Cha dance performance before and after the implementation of the Micro-flipped Classroom Approach. The mean and standard deviation were used to describe students' pretest and posttest performance in form and technique, footwork with correct rhythm and timing, crossover breaks, and coordinated dance routines. A paired-samples t-test was used to examine the statistical significance of differences between students' pretest and posttest performance scores. Kent State University (2026) explained that the paired-samples t-test determines whether the mean difference between two related measurements, such as pretest and posttest scores obtained from the same participants, is statistically significant. The analysis was used to determine whether students demonstrated significant changes in dance performance following the instructional intervention. Qualitative responses obtained from the semi-structured interviews were analyzed through thematic analysis. Braun and Clarke (2022) described thematic analysis as an approach for identifying, organizing, and interpreting patterns of meaning in qualitative data. This technique was used to identify recurring themes related to students' learning experiences, challenges, and lessons learned during the Micro-flipped Classroom Approach. The quantitative and qualitative findings provided the basis for interpreting students' performance and experiences and formulating the study's conclusions and recommendations.

## 3. Results and Discussion

### 3.1 Pretest and Posttest Performance of Students in Cha Cha Cha Dance

#### 3.1.1 Pretest Performance in Cha Cha Cha Dance

The pretest results revealed that the 40 Grade 9 students, organized into 20 pairs for the performance task, demonstrated a Developing level of proficiency in Cha Cha Cha dance, with an overall mean of 1.77 and a standard deviation of 0.37. Among the four learning competencies, form and technique obtained the highest mean of 1.93 (SD = 0.21), followed by combining learned steps and movements into a creative and coordinated dance routine (M = 1.80; SD = 0.33). Crossover breaks involving balance, accuracy, and body control recorded a mean of 1.68 (SD = 0.50), while footwork involving correct rhythm, timing, and coordination obtained the lowest mean of 1.67 (SD = 0.45). All competencies were classified as Developing, indicating that students possessed basic dance skills but had not yet achieved proficiency in performing the required movements and routines. These findings indicated the need for additional instructional support to strengthen students' coordination, rhythm, technique, and overall dance performance. The relatively low competency scores emphasized the importance of instructional strategies that provide opportunities for repeated practice, independent preparation, and guided skill development. Østerlie et al. (2023) found that flipped learning in Physical Education could support students' motivation, learning, and opportunities for motor skill development. Similarly, Ferriz-Valero et al. (2022) reported positive outcomes in students' conceptual learning through flipped instruction in secondary school Physical Education. Dimarucot (2022) also demonstrated the potential of flipped learning to support students' conceptual understanding and procedural fluency in dance education. These studies highlighted the relevance of integrating technology-supported instruction and practical classroom activities to address students' developing dance competencies.

### 3.1.2 Posttest Performance in Cha Cha Cha Dance

Following the implementation of the Micro-flipped classroom approach, students achieved an overall posttest mean of 3.52 and a standard deviation of 0.28, interpreted as Advanced Mastery. The highest performance was recorded in combining learned steps and movements into a creative and well-coordinated dance routine (M = 3.63; SD = 0.26), followed by crossover breaks involving balance, accuracy, and body control (M = 3.53; SD = 0.35). Form and technique obtained a mean of 3.48 (SD = 0.21), while footwork involving correct rhythm, timing, and coordination recorded a mean of 3.42 (SD = 0.32). All four competencies reached the Advanced Mastery level, demonstrating improvements in students' dance skills after the intervention. The improved posttest performance indicated that the Micro-flipped classroom approach supported students' acquisition and mastery of Cha Cha Cha dance skills. Instructional videos provided opportunities to review movements independently, while guided classroom practice supported coordination, timing, and accurate execution. Del Rosario (2024) reported improved dance performance among Grade 9 students who received video-supported instruction. Similarly, Ghorbel et al. (2025) found that flipped classroom instruction improved secondary school students' motor learning, knowledge acquisition, and physical engagement in gymnastics. These findings were consistent with Dimarucot (2022), who highlighted the positive potential of flipped learning in dance education. Moreover, Zhang and Fang (2022) emphasized the importance of integrating technological, pedagogical, and content knowledge in flipped classroom instruction, supporting the relevance of appropriately designed technology-based learning activities.

## 3.2 Significant Difference Between Pretest and Posttest Performance

The comparison of pretest and posttest performance revealed a substantial improvement in students' Cha Cha Cha dance skills following the implementation of the Micro-flipped classroom approach. The pretest recorded a mean score of 7.10 (SD = 1.35), while the posttest increased to 14.07 (SD = 0.78), producing a mean difference of 6.97 points. The reported posttest standard error of the mean was 0.174. The computed t-value was −20.18, with a critical t-value of 2.093 and a reported p-value of 0.000, indicating statistical significance at the 0.05 level. Consequently, the null hypothesis was rejected, demonstrating a statistically significant difference between students' pretest and posttest performance. The statistically significant improvement demonstrated performance gains between the pretest and posttest assessments, although the absence of a comparison group prevented the observed changes from being attributed exclusively to the instructional intervention. Video-based instruction allowed learners to review movements at their own pace, while classroom practice provided opportunities for feedback, correction, and refinement of techniques. Liu et al. (2025), through a systematic review and meta-analysis, found that flipped classroom instruction improved motor skill performance among university students compared with traditional teaching approaches. Similarly, Lin et al. (2022) reported that a mobile technology-supported flipped learning model improved students' motor skills and self-reflection in Physical Education. Ghorbel et al. (2025) also demonstrated improvements in practical motor performance through video-supported flipped instruction. These findings supported the observed performance gains and suggested that combining independent preparation with guided practice was beneficial for skill development. However, the pretest–posttest comparison established improvement within the participating group rather than an independent comparison with a traditional instructional approach.

## 3.3 Students' Experiences with the Micro-flipped Classroom Approach

The qualitative responses revealed three major themes describing students' experiences with the Micro-flipped classroom approach: Drivers of Positive Learning, Improved Focus, and Promotes Passion and Active Engagement. These themes reflected students' perceptions of how instructional videos, independent practice, and guided classroom activities contributed to their understanding, interest, motivation, and performance in Cha Cha Cha dance.

### 3.3.1 Drivers of Positive Learning

The participants reported that the Micro-flipped classroom approach helped them understand dance instructions, learn movements, and perform Cha Cha Cha routines more effectively. Participants P1 and P2 emphasized improved comprehension, while P5 and P8 reported that the strategy helped them learn the dance. Participants P11 and P13 associated their learning improvement with their interest in mastering Cha Cha Cha movements. Meanwhile, P5, P7, and P10 appreciated the opportunity to repeatedly watch instructional videos during their free time. Other participants indicated that the approach made dance steps easier to understand and execute, contributing to greater confidence and preparation during classroom activities. These responses demonstrated positive learning experiences associated with repeated exposure to instructional materials and guided practice. The findings suggested that the Micro-flipped classroom approach facilitated the transition from understanding dance instructions to performing actual movements. Visande and Losañes (2025) emphasized the value of instructional videos in supporting Physical Education instruction through accessible demonstrations of Philippine folk dance concepts and movements. Similarly, Lin et al. (2022) found that technology-supported flipped learning improved motor skill development and encouraged reflective learning practices. Dimarucot (2022) also identified positive learning outcomes associated with flipped instruction in dance education, particularly in connecting conceptual understanding with practical performance. Furthermore, Østerlie et al. (2023) highlighted the potential of flipped learning to support autonomous preparation and active classroom participation. These findings

reinforced the importance of combining instructional videos with opportunities for independent learning and supervised dance practice.

### 3.3.2 Improved Focus

The participants indicated that the Micro-flipped classroom approach improved their interest, attention, and concentration during Cha Cha Cha dance lessons. Participants P2 and P3 expressed greater interest in learning, while P4 and P13 reported becoming more attentive to their teacher. Participants P4, P6, and P7 associated the strategy with increased interest in learning the dance, whereas P6, P9, P11, and P12 emphasized listening carefully to follow instructional procedures. These responses demonstrated that the approach encouraged students to become more attentive, interested, and actively involved in classroom activities. The availability of instructional videos also allowed students to become familiar with the movements before participating in guided practice. The findings suggested that combining independent video viewing with classroom instruction supported students' focus and learning motivation. Ferriz-Valero et al. (2022) demonstrated that flipped learning could improve students' cognitive learning outcomes in secondary school Physical Education. Likewise, Yip et al. (2023) found that flipped learning was associated with increased physical activity participation and reduced sedentary behavior during Physical Education lessons, with autonomous motivation playing an important role in engagement. Wu et al. (2025), through a meta-analysis, reported positive effects of flipped classroom instruction on students' intrinsic motivation, self-efficacy, and learning satisfaction. These findings indicated that technology-supported preparation and interactive classroom activities could encourage greater involvement in learning. In the present study, students' responses reflected improved attention and interest in performing the Cha Cha Cha dance.

### 3.3.3 Promotes Passion and Active Engagement

The participants expressed satisfaction, enjoyment, and enthusiasm toward learning Cha Cha Cha dance through the Micro-flipped classroom approach. Participants P5 and P8 reported feeling satisfied and excited about their learning experiences, while P1, P3, P5, and P7 expressed happiness in understanding how to perform the dance. Participants P2, P6, and P10 appreciated the instructional strategy and repeatedly watched dance videos at home to improve their performance. Other participants valued the opportunity to understand instructions, practice dance movements, and participate actively during classroom activities. These responses demonstrated that the approach promoted positive attitudes, sustained interest, and active engagement in learning Cha Cha Cha dance. The findings suggested that the Micro-flipped classroom approach encouraged learning engagement by providing accessible instructional materials and opportunities for repeated practice. Shang and Attan (2024) found that the flipped classroom model positively influenced student engagement in college dance theory courses, although its relationship with academic performance was more complex. Similarly, Wu et al. (2025) reported that flipped classroom instruction improved intrinsic motivation and learning satisfaction in Physical Education. Del Rosario (2024) also demonstrated the potential of video-supported dance instruction to improve students' performance outcomes. Furthermore, Østerlie et al. (2023) emphasized that flipped learning creates opportunities for meaningful classroom participation and independent preparation. These findings supported the participants' positive experiences and indicated that integrating instructional videos with teacher-guided dance activities encouraged interest, enjoyment, and continued engagement in learning Cha Cha Cha dance.

## 4. Conclusion & Recommendations

The study found substantial improvements in Grade 9 students' Cha-Cha-Cha dance performance following the implementation of the Micro-Flipped Classroom Approach in MAPEH. Students progressed from the Developing level in the pretest to the Advanced Mastery level in the posttest, with a statistically significant difference in their performance. Their positive learning experiences further demonstrated increased motivation, engagement, confidence, focus, and understanding of dance skills. These findings suggested that the approach was a promising technology-supported instructional strategy and were consistent with the TPACK Framework, which emphasizes the integration of technology, pedagogy, and content knowledge to support meaningful learning.

Teachers are encouraged to integrate the Micro-flipped Classroom Approach into MAPEH instruction using the proposed enhanced lesson plan to strengthen classroom discussions, promote interactive learning, and improve students' dance performance. School administrators should support the implementation of varied instructional strategies, including the Micro-flipped Classroom Approach, across learning areas and promote their use through Learning Action Cell (LAC) sessions and faculty conferences. Future researchers are encouraged to examine the effectiveness of this approach in other learning contexts and investigate differences in students' performance based on demographic profiles to further support instructional improvement.

The study was confined to 40 Grade 9 students at Bankal National High School in the Division of Lapu-Lapu City during the School Year 2025–2026. It employed a one-group pretest–posttest research design and focused specifically on students' performance outcomes and learning experiences in the Cha Cha Cha dance under MAPEH 9. These characteristics defined the scope of the investigation and the context in which the findings were obtained. The study's findings should be interpreted within the context of its single-school setting, selected

participants, and one-group pretest–posttest design, which limited the generalizability of the findings and the attribution of observed changes exclusively to the instructional intervention.

## 5. Compliance with Ethical Standards

The study involved 40 Grade 9 students at Bankal National High School, Division of Lapu-Lapu City, during the school year 2025–2026. The researcher secured the necessary administrative approvals and obtained informed consent from the respondents before conducting the research activities and collecting data.

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