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The Effectiveness of PreSET Application on Physical Education Learning in Primary School

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Abstract

Mobile technology has revolutionized teaching and learning in schools, offering new avenues for diversification. This study assesses the effectiveness of the PreSET application as a support tool within the physical education syllabus for primary school students. The primary goal is to evaluate the PreSET application to enhances students' understanding and their perceptions of using it. The study employs a quantitative approach and includes 90 male primary school students, with treatment group (n = 48) receiving the PreSET application and control group (n=42). Student comprehension is evaluated through achievement tests, and perceptions of the PreSET application are measured via a questionnaire. The findings demonstrate that utilizing applications as learning support significantly improves student achievement. Students using the PreSET application exhibit a significantly greater understanding of health-based physical fitness topics compared to the control group with $p<0.045$. Additionally, the study reveals a positive effect on students' perceptions after using the PreSET application. Consequently, this study establishes the PreSET application as an effective learning support and valuable teaching strategy for Physical Education teachers. The application enhances students' understanding of health-based physical fitness and stimulates their interest in the subject. This study emphasizes the efficacy of the PreSET application as a learning support material for primary school students in physical education, highlighting the role of mobile technology in improving student achievement and perception.

Keywords: digital learning; health-based fitness; mobile application; online teaching; primary school children