Developing Case Study-Based Microlearning through V-Learn to Enhance Language Politeness in Students

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Abstract: The research will describe the development of case-based microlearning learning video media as well as the validity and effectiveness of the product to improve the understanding of politeness in students. This research is a developmental research (RnD) using the ADDIE model. The research subjects are one learning planner, one learning media expert, one study material expert, and twenty-five small group experimental students. The data collection method uses documentation recording, interview methods, observation methods and questionnaire methods. Research instruments use document recording sheets, questionnaires, and interview sheets. The data analysis used is qualitative descriptive analysis and quantitative description analysis. The results of the study were the development of a case study based microlearning video learning media using the ADDIE development stage, as well as the validity results on the learning planners obtained a score of 86% with good qualification, the learning media experts obtaining a rating of 96% with excellent qualifications, learning material experts obtaining a rate of 95% with excellent qualifying, the skilled professionals obtain the score of 93% with very good qualifications. So, the case study-based microlearning learning video media is worthy of use in learning.
Keywords: Microlearning; Case Study; V-Learn; Politeness

Introduction

At its core, linguistic politeness is an essential aspect designed to create a positive impression in communication, ensuring that conversational partners feel respected (Yeomans et al., 2019). Politeness is a term related to courtesy, respect, good behavior, or appropriate conduct. The implementation of linguistic politeness should be instilled in everyone from an early age so that individuals are trained to foster a conducive atmosphere and avoid discomfort in communication. According to Rahim (2023), linguistic politeness connects language with various aspects of social structure, much like behavioral rules or etiquette. It serves as a regulating factor to ensure that conversations proceed correctly, pleasantly, and without being futile.

However, it is unfortunate to observe the phenomenon occurring today. Linguistic politeness seems to be fading in both communication among people who know each other and even between individuals who are unfamiliar. For instance, there is a tendency to use direct imperative sentence

forms or other sentence structures with direct meanings. Even worse, the decline in linguistic politeness is evident in expressions containing sarcasm, insults, derogatory language, swearing, and the like (Vani & Sabardila, 2020). This contradicts the cultural norms of Indonesian society, which highly values courtesy and politeness in various aspects. The degradation of linguistic politeness is also found among students. Therefore, reviving the value of linguistic politeness is essential. Arum et al., (2022) suggest that one way to instill linguistic politeness values is through exemplary behavior in the learning environment. Similarly, Faiz et al., (2020) and Khotimah & Hidayat (2021) emphasize the significant influence of the environment on an individual's linguistic politeness. There are various ways to reinvigorate patterns of linguistic politeness. One approach is through teaching and learning activities, particularly in the Indonesian language course, which involves numerous interactions. Interactions during teaching and learning, especially between students and professors in higher education settings, provide ample opportunities for language use, as language fundamentally serves as a tool for interaction.

Language is a tool for human communication. To establish effective communication, speakers, and interlocutors must understand each other. This applies even to interactions between students and professors, which should proceed smoothly without causing misunderstandings or impolite perceptions. Therefore, anything related to grammar, whether written or spoken, should be understood by both students and professors. The conversational pattern that may occur between students and professors during academic interactions is typically one-sided. This indicates that professors tend to provide more content, while students respond only when necessary. As a result, this conversational pattern lacks interactivity. Students often prefer to remain silent and listen to what the professor says during lectures. Although occasional responses are given, they are usually brief. Regardless of the possibilities, this should not hinder their ability to communicate. One contributing factor is the choice of teaching and learning models used during the academic process.

The model applied will influence teaching methods, learning media, and the role of professors, who serve not only as centers of learning. In this way, it stimulates the creation of highly interactive and communicative speech patterns. In such situations, the linguistic politeness possessed and used by students when interacting with professors becomes evident. Ideally, open communication processes should allow students to communicate effectively. On the other hand, considering the practical context of Indonesian language learning, a case study approach seems appropriate to meet students' needs. By implementing a case study approach in Indonesian language education, students are encouraged to understand and engage with the social realities they encounter, making learning more interesting and relevant. They can directly observe the application of Indonesian language concepts in real-life situations, which enhances their motivation and engagement in learning.

Furthermore, to assist students in gaining a deeper understanding of language usage across various situations and enriching their knowledge of language, culture, and social context, microlearning is implemented in Indonesian language education. Microlearning focuses on delivering material with concise, specific ideas within short learning periods (de Gagne et al., 2019). To enhance its implementation, visual and audio (multimodal) content should be utilized, although such practices are still relatively uncommon in the context of Indonesian language education (Kardika et al., 2023) Microlearning facilitates student comprehension because it presents knowledge or information in small, digestible portions, allowing learners to understand and retain it more easily (Sirwan et al., 2018). Supported by case study-based learning, students experience meaningful educational

encounters, connecting their learning to real-life situations. This approach stimulates engagement with both genuine and designed cases (Diop & Liu, 2020) . In case study methodology, educators describe a situation (case) that requires students to make specific decisions in order to solve the problem (Schwartz, 2019). The active involvement of students in bringing case conditions or situations into real life is a determining factor for the success of case studies.

Data from observations, interviews, and assessments conducted within the Faculty of Social and Humanities, Bhinneka PGRI University in the Odd Semester of the 2023/2024 Academic Year still shows that there are problems during the Indonesian language lecture process. During learning, obstacles were still encountered, including (1) not all students had the same level of understanding, because the content presented in learning was less interesting and not easy to understand; (2) students were less enthusiastic, late in submitting assignments, and tend to be passive; (3) the practice of language impoliteness is still found among students in formal communication in the campus environment. Several of these things certainly affect the quality of student academic achievement, one of which is caused by a lack of adaptability skills in the online learning environment (You & Kang, 2014).

Additionally, the low condition of politeness as has been found can occur due to several reasons, as revealed by Rahim (2023) that low language politeness conditions in students with various backgrounds are influenced by several factors, including: 1) Language Proficiency Limitations: Students may have limitations in mastering correct and polite language. The use of inappropriate or impolite language can hinder effective communication between students and professors; 2) Cultural and Environmental Influence: The use of polite and respectful language is influenced by culture and the surrounding environment. Students from different cultural backgrounds may have different norms and rules when communicating with professors; 3) Lack of Awareness: Some students may not realize the importance of using polite and respectful language in interactions with professors. They may lack information or education about language etiquette in the academic environment; 4) Social Media Influence: Technological advancements and the use of social media can affect how students communicate. Sometimes, the more casual and informal communication style from social media can seep into communication with professors; and 5) Reciprocal Relationship: Language politeness can also be influenced by the reciprocal relationship between students and professors. If the relationship between them is less harmonious or tense, politeness in communication can be affected.

To address this challenge, researchers will integrate language development efforts into Indonesian language learning through the production of Learning Object Materials (LOMs) based on microlearning. The method involves breaking down content into small, focused segments (Canagarajah, 2021). Additionally, the approach emphasizes packaging specific course content in an easily understandable way. This can be achieved through user-friendly technology, both synchronous and asynchronous learning experiences, ease of material access for users, availability of navigation in online learning platforms (enhanced resources), and the use of engaging features within Learning Management Systems (LMS). Collaborating across various platforms can provide compelling illustrations of language politeness, which can pique students' interest in learning the material.

Furthermore, incorporating case studies into the learning process and creating an attractive and interactive learning environment are essential. These efforts contribute to fostering a positive language environment and serve as a strategic means of internalizing language development and promoting politeness values, especially within higher education settings. Instilling politeness values in students is a form of language guidance that enhances their understanding of proper language usage.

It also helps prevent students from adopting rude, arrogant, or unethical language behaviors (Wintarsih, 2019). In line with Leech and Geoffrey's (1993) insights, it is crucial to observe language norms, including selecting appropriate words (diction), using well-structured sentences, and paying attention to politeness in communication. These practices guide speakers and interlocutors toward effective communication.

Researchers are interested in developing LOM to find out best practices for implementing case study-based microlearning in Indonesian language learning to improve students' language politeness. Apart from that, to determine the effectiveness of the implementation of case study-based microlearning on student learning outcomes in Indonesian language courses to improve the language politeness of Bhinneka PGRI University students. The choice of LMS as a means of developing LOM in this research was based on several criteria, including (1) it can be accessed anytime and anywhere, flexible to use by students; (2) self-motivation; (3) self-management and self-regulation, through the modules developed, students are free to choose which part to study the material; (4) students have more experience in learning; (5) self-assessment, the module developed includes an evaluation menu with several levels; and (6) critical thinking in increasing understanding of language politeness. LMS is an online system that is applied to manage online classes such as providing materials and evaluations, checking the progress achieved by students in working on materials and tests, interacting audio-visually with students, and various other learning activities that are integrated into the system (Putra et al., 2020). The advantage of using an LMS is that students' learning time is flexible because it can be accessed at any time via the device they own.

Method

This research uses the research and development (R&D) method. According to Sugiyono (2019), Research and Development (R&D) is a research method used to create specific products and test the effectiveness of those methods. In the field of education, research and development is employed to develop or validate products used in education and learning. This method follows the ADDIE model, which includes five stages: Analysis, Design, Development, Implementation, and Evaluation (Branch, 2010).

The method used in this research is (1) the interview method which is used to collect data and convey initial information from lecturers. (2) the questionnaire method is used to collect student response data by the analysis of student characteristics, the results of reviews by learning design experts, learning media experts, material experts, language experts, results from individual trials, and small group trials. (3) observation method, which is a way to carry out assessments carried out directly or at the research site in a systematic manner. So, it can be concluded that observation is systematic observation and recording of elements visible from the research site. This research instrument uses (1) a Questionnaire sheet, used to collect data from reviews of learning design experts, learning media experts, material experts, language experts, and results from individual trials. (2) Interview sheet, used to ask questions to the lecturer. Interviews were conducted to collect information and problems that occurred during the learning process.

The research was conducted within the environment of Universitas Bhinneka PGRI, specifically in classes BIG1A, EKO1A, EKO1B, EKO1D, EKO1D, and IPA1A. The purpose was to assess language politeness conditions and the utilization of a learning management system (LMS) to support classroom activities. This investigation aimed to understand the extent to which LMS is used during Indonesian

language courses, to implement micro-learning digital educational content. By incorporating microlearning digital educational content, the hope is to create a more innovative classroom environment and motivate students to exhibit positive language behavior, thereby enhancing language politeness.

To evaluate the feasibility of this small-scale learning content, the researcher conducted product trials with 25 students from the Faculty of Social Sciences and Humanities at Universitas Bhinneka PGRI. The trial results determined whether the product met the required standards for use in the teaching process. If any deficiencies were identified during the feasibility testing, adjustments were made to ensure the product's suitability for use.

The data collection technique and procedure in this research is to use a questionnaire. This technique is carried out by collecting information from questionnaire data that has been given to several experts and student respondents in the form of input, responses, criticism, and suggestions. After getting the results in the form of data, the next stage is analyzing the data. The data analysis process will be carried out using a combination of qualitative and quantitative data analysis. Data analysis techniques will be explained as follows: Qualitative; This data is in the form of descriptions of input, criticism, and responses from learning design experts, material experts, media experts, and language experts. The data is arranged in such a way as to what the researcher obtained to produce conclusions. The results of this research will be used to improve the products that will be developed by researchers. Quantitative; The quantitative analysis tests in this research are divided into 2, descriptive statistical tests and inferential statistical tests. Descriptive statistical tests are used to see the percentage of expert judgment test results and user tests. Meanwhile, the inferential test uses the t-test, to test the effectiveness of digital microlearning educational content in improving language politeness in students.

Results

Analysis

Universitas Bhinneka PGRI has developed an LMS based on Moodle with the link vlearn.ubhi.ac.id, which can be accessed online 24/7 via the internet. However, its utilization for supporting the teaching and learning process is not yet fully optimized. On the other hand, the phenomenon of declining language politeness underscores the need for efforts to foster Indonesian language proficiency within the campus environment. One approach is to leverage and optimize the existing LMS as a means of promoting language politeness through engaging and innovative learning content. By doing so, students can gain valuable learning experiences that enhance their understanding of language politeness.

In line with current trends, learners in the era of technological disruption (referred to as Technology 5.0) tend to exhibit active, sequential, sensing, and visual learning styles. Therefore, multimedia learning plays a crucial role through e-learning platforms that support self-directed and targeted Social Constructivist Learning (SCL) approaches (Karam et al., 2021). However, the reality is that most e-learning systems provide uniform learning materials to all users, which poses a significant challenge in developing personalized e-learning solutions that cater to individual needs and preferences (Prasetyo et al., 2021). Meanwhile, in terms of implementing learning by students, conditions were found that (1) not all students had the same level of understanding, because the content presented in learning was less interesting and not easy to understand; (2) students are less

enthusiastic and tend to be late in submitting assignments, besides that students also tend to be more passive when participating in the learning process; (3) the practice of language impoliteness was found among students in formal communication in the campus environment.

Design

At this stage, researchers prepare learning content designs or instruments to collect data. The development planning stage can be described as follows: Determining the problems faced by students, especially in the class being studied. These results are then used as considerations in developing digital microlearning educational content. Researchers determined the topic of language politeness as material, after analyzing student needs. Next, design digital microlearning educational content based on previously determined material. Validate instruments from material experts, media experts and education experts.

During this stage, the framework for Indonesian language learning with a focus on language politeness through case study-based microlearning is developed. This framework encompasses instructional tools, content, teaching materials, and assessment systems. The design is informed by previous analysis stages involving course instructors, LMS administrators, design and editorial boards, media specialists, and subject matter experts. Notably, observations indicate that students are more inclined to engage with concise content via social networks rather than reading lengthy texts or books (Moreno Moreno & Mateus-Nieves, 2021). Furthermore, the microlearning design can be classified based on the type of learning objects, content difficulty levels, utilization, and distribution within the LMS, as summarized in Table 1 below.

Table 1. General Characteristics of Microlearning Content Design

Item	Characteristics
Adequacy	The level of difficulty of creating and updating content
Convenience	Linked web-based content (LMS).
Efficiency	Short time required for production
Usability	Open distribution and output via the web (LMS)

Then consider strategies for implementing case study-based microlearning to avoid cognitive overload which will affect learning outcomes, so that students can learn and practice in a short time and digest content more easily by considering the 4 (four) elements that form the basis of the microlearning design as in Figure 1 below. below.
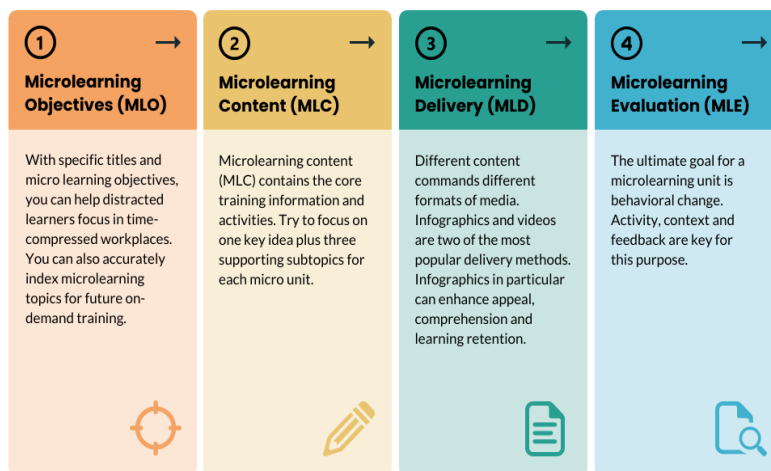

Figure 1. Microlearning Design Elements

From this picture, Microlearning Object (MLO) in learning is used to master a particular object or material. Furthermore, Microlearning Content (MLC) is the core learning activity, focusing on one main idea plus supporting subtopics for each micro unit. Then Microlearning Delivery (MLD) uses various media formats to increase attraction, understanding and retention of learning. Meanwhile, Microlearning Evaluation (MLE) is the goal for behavior change patterns with activities, context, and feedback.

Development

The development of Learning Object Materials (LOM) in Indonesian language learning with the topic of language politeness through case study-based microlearning is intended to be accessible adaptively to improve understanding and implementation. The microlearning developed in this research uses the Rapid Prototyping Model (Tripp & Bichelmeyer, 1990). The development results are as shown in Figure 2 below.
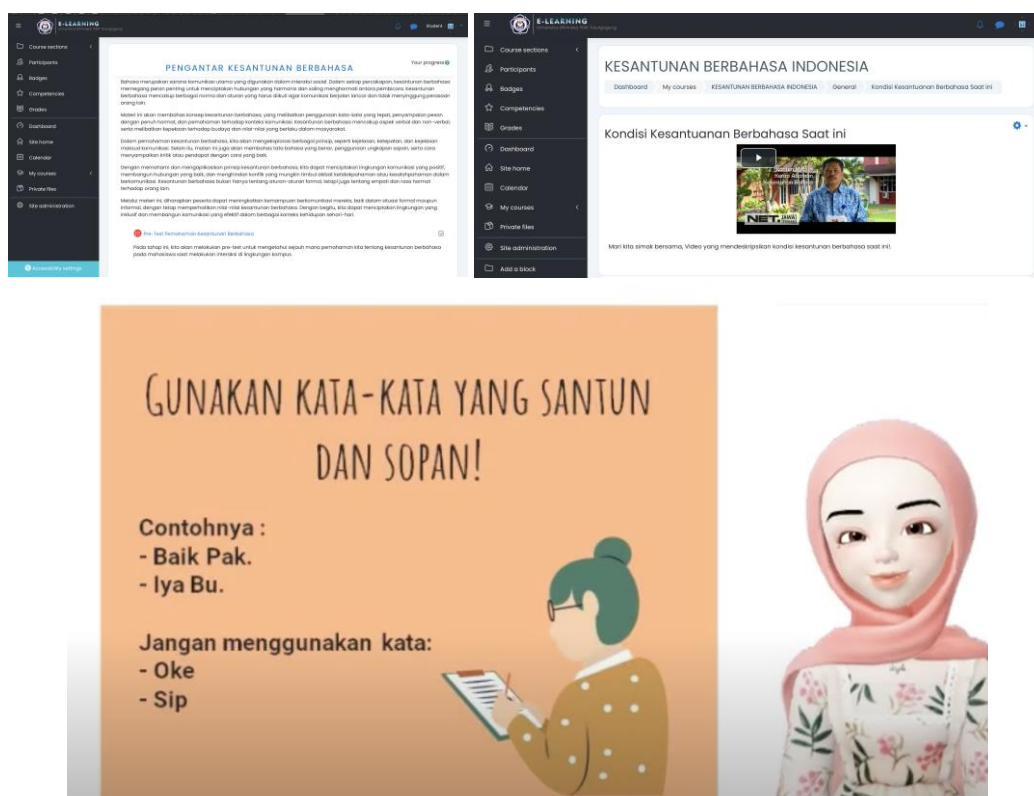

Figure 2. Results of the learning video media development stage

The development stages of case study-based microlearning learning video media are (1) Collecting material related to relevant language politeness to be uploaded and delivered to students (2) Preparing learning content in audio visual form (3) Preparing course substance on V-Learn. After the development stage was completed, the researcher conducted a product feasibility test from several aspects, including the feasibility aspect of learning design, the material feasibility aspect, the media feasibility aspect, and the language feasibility aspect. From the results of the feasibility test, researchers revised the product based on evaluations and recommendations from the validators.

Implementation

After the product feasibility validation stage, the validator concluded that the case study-based microlearning learning video media was considered feasible, then the product was implemented for the research target. Activities carried out in this stage are (1) validation test of case study-based microlearning video learning media based on aspects of the learning content by learning content experts, (2) validation test of case study-based microlearning video learning media based on design aspects by learning design experts, (3) media validation testing of case study-based microlearning video learning media based on aspects by learning media experts, (4) individual trials, which aim to determine the feasibility and quality of the case study-based microlearning video learning media being developed. The results are in the form of suggestions, comments and input which will later be used as a basis for analyzing and revising the products being developed.

The experts who act as validators are carried out by: Validation of learning design experts, namely Lecturers at the Faculty of Social and Humanities who have doctoral educational qualifications in the field of expertise in Indonesian Language Education; Validation of material experts, namely lecturers in Indonesian language courses who have educational qualifications of Doctor of Indonesian Language Education; Validation of media experts, carried out by lecturers from the Faculty of Social and Humanities who have doctoral qualifications in the field of learning technology expertise; As well as validation of linguistic experts, carried out by lecturers from the Faculty of Social and Humanities who have doctoral qualifications in the field of expertise in Indonesian Language and Literature. Meanwhile, the results of the validity of case study-based microlearning video media are presented in more detail in the following table 2.

Table 2. Product Analysis Test

Validity Test Subjects	Validity Results (%)	Information
Learning Design Expert Test	86%	Good
Learning Media Expert Test	96%	Very good
Test Learning Material Experts	95%	Very good
Language Aspect Test	93%	Very good
Individual Trial	92%	Very good

Based on the analysis of assessment data provided by instructional design experts, the obtained scores are as follows: Content Expert Review: 86% (qualified as good). Learning Media Expert Review: 96% (qualified as excellent). Subject Matter Expert Review: 95% (qualified as excellent). Language Expert Review: 93% (qualified as excellent). Individual Trial Assessment: 92% (qualified as excellent). Therefore, the microlearning-based video learning media using case study content is deemed suitable for educational purposes.

The product trial was conducted within the environment of the Faculty of Social Sciences and Humanities at Universitas Bhinneka PGRI in Tulungagung Regency, involving 25 student subjects. During the implementation phase, field trials were conducted with the students. These field trials included providing essay questions related to language politeness and a questionnaire regarding microlearning-based video learning media using case study content, which had been prepared by the researcher.

The implementation process revealed enthusiasm among the students as they engaged with the microlearning-based video content. Students found it easy to comprehend the core topics and were motivated to engage with the educational material presented in digital format. The post-test results

also indicated an improvement in students' understanding of language politeness. The overall validity of the developed content was 93%, signifying its effectiveness. Additionally, the results from the t-test used to assess post-test outcomes further supported the positive impact of the microlearning-based video content on student learning.

Table 3. T-test

Variable	Mean	t	p	Information
Media Effectiveness Test	45,76	-63,65	0,000	There's a difference

Based on the t-test results in table 3, the value p=0.000 <0.05, (t=63.65, p<0.05). So it can be concluded that the implementation of case study-based microlearning video media is effectively used to improve language politeness in students.

Evaluation

The evaluation phase is conducted periodically, involving LMS administrators, design and editorial boards, media specialists, and subject matter experts. The steps include: (a) Preparation of Learning Materials: The necessary components (RPS, SAP, Teaching Materials, and Learning Object Materials) are integrated into the Universitas Bhinneka PGRI LMS for Indonesian language learning with a focus on language politeness. These materials are packaged in the form of microlearning-based video learning content using case study scenarios. (b) Implementation of Online Classes: The implementation begins with a pre-test for the sample group, followed by actual teaching sessions through the Universitas Bhinneka PGRI LMS. (c) Treatment and Post-Test: Post-test assessments are conducted to measure the improvement in students' understanding of language politeness resulting from the implementation of this learning approach.

The evaluation aims to gather feedback on the developed microlearning-based video learning media using case study content. The post-test results demonstrate a significant increase in students' understanding of language politeness. Students are more enthusiastic and motivated to engage with the content due to its appealing and easily comprehensible presentation. However, one challenge encountered during the research was the time-consuming process of creating content for the microlearning-based video learning media using case study scenarios.

Discussions

The research results indicate that microlearning-based video learning media using case study content is suitable for educational purposes. Several factors contribute to this conclusion: First, the microlearning video media is appropriate based on the results of the needs analysis with the model developed, namely the ADDIE model, systematically and based on theory. The microlearning video content aligns with the identified needs, following the systematic ADDIE model. The development process adheres to the ADDIE model, resulting in effective and well-structured video content for Indonesian language teaching (Kurniawan et al., 2019; Siddiq et al., 2020). Previous research (Anwariningsih & Ernawati, 2013; Ariantini et al., 2019) has shown that animation-based video media significantly enhance overall learning experiences. Animation videos improve learning outcomes and student motivation(Ariani et al., 2022; Dewi et al., 2021; Hanif, 2020). The microlearning-based video content using case study scenarios facilitates student learning and enhances comprehension. Students

often experience fatigue during traditional lectures without visual aids, leading to reduced motivation (Khofifah Naila Muna & Surya Wardhana, 2021; Seftiana & Delia, 2022; Sukarini & Manuaba, 2021). In summary, the developed microlearning-based video content effectively supports student learning and provides an engaging alternative to traditional teaching methods.

Secondly, the utilization of microlearning-based video learning media using case study content in education facilitates understanding and strengthens students' memory by connecting language politeness material within the microlearning-based video content to everyday activities (Candra Dewi & Negara, 2021). The development of this case study-based microlearning video content is meticulously designed to incorporate text, colorful images, audio, and animations into a cohesive unit. This approach provides a unique appeal to students, encouraging engagement with audio-visual learning materials (Anggraeni, 2021; Beheshti et al., 2018). Video learning introduces a fresh perspective, aiding students in improving learning outcomes, while also making it easier for instructors to deliver lessons (Ariantini et al., 2019; Kurniawan et al., 2019; Vijay et al., 2023). Video media employs effective delivery strategies, contextualizing material elements to enhance effective content delivery and ignite student enthusiasm during the learning process. Furthermore, videos incorporate color, sound, motion, and explanatory processes, coordinating media with slides, photos, and images to foster varied learning experiences and stimulate curiosity (Jerry Radita Ponza et al., 2018; Kurniawan et al., 2019; Wuryanti & Kartowagiran, 2016).

Other research findings indicate that the use of animated videos significantly impacts learning and skill development. Additionally, skills can be realized when supported by innovative media (Lestari & Mustadi, 2020). Video learning serves as a medium that stimulates students' minds, emotions, and willingness to generate ideas, concepts, messages, and audio-visual information (Darma Wisada et al., 2019). The advantages of the developed animated video media lie in its combination of animation, motion patterns, colors, audio, content material, and evaluation to measure students' knowledge and understanding of language politeness. The implication of this research is that microlearning-based video learning using case study content can motivate students and facilitate learning anytime and anywhere. Notably, this study distinguishes itself by implementing microlearning within the educational content presented on the V-Learn platform for students.

Conclusion

Based on the analysis results, the small group trial received an excellent rating. Therefore, microlearning-based video learning media using case study content is suitable for educational purposes. The development of this video content adheres to the ADDIE model, systematically grounded in theory. The utilization of microlearning-based video content in education enhances students' understanding and reinforces their comprehension of language politeness within animated videos, connecting these concepts to everyday student life.

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