



Online teaching Philippine folk dances and learning competencies among grade 7 MAPEH students

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Abstract

This study assessed the effectiveness of the online learning platform in teaching Philippine folk dances to develop an online module for MAPEH teachers. Using descriptive-correlational research design, the study was conducted and participated by one hundred (100) Grade 7 MAPEH students from Dolores Macasaet National High School, a secondary public school in Candelaria, Quezon. Using 4-point Likert scale self-constructed questionnaire, the study found out that students acquire sufficient intrinsic, germane, and extraneous knowledge on Philippine folk dance through online teaching. Students believe that online teaching is highly effective medium in learning Philippine folk dances as to appropriateness and delivery. The students also perceived that the online teaching of Philippine folk dances is effective in terms of video and audio, ease of use, and technological efficiency. With the use of the online platform, the students were able to effectively achieve the learning competencies required for the dance in terms of nature and background of dance and skills execution. Students are within the merging level of the MELCs of MAPEH dance criteria in terms of sequence of steps, beat and style while developing in terms of attitude. The correlation test shows that there is significant relationship between the nature and background of dance and skills execution with the online teaching of Philippine folk dances and there are some variables which were not significant and there are some with significant relationship between online teaching Philippine Folk Dance and MELCs.

Keywords: *online teaching, Philippine folk dances, MAPEH, MELCS, ICT*

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Introduction

The 21st century teaching and learning is associated with innovative and creative ideas in the delivery of the different levels and classes. In fact, DepEd Order No. 21, s. 2019 expects teachers in full use of Information and Communications Technology (ICT) in the delivery of curriculum contents. This integrates ICT framework to equip students with the necessary skills including information, media, and technology skills, learning and innovation skills, communication skills and life and career skills. Thus, teachers from all levels are expected to follow through with their research-based innovative teaching methodologies.

The introduction of the K to 12 program ushers' new paradigm in the integration of new methodologies and new concepts in different key subject areas. For instance, the MAPEH (Music, Arts, Physical Education and Health) curricula which is grounded on student-centered, spiral progression and performance-based learning, expect learners to be empowered through active involvement and participation. In a more specific stance, the Physical Education (PE), which aims for lifelong fitness, offers physical fitness, games and sports, rhythms and dance, movement skills and body management. Along these physical activities, teachers are expected to integrate ICT and innovative methodologies to develop the various skills of the students. With the advent of social media technology, various websites offer different helpful platforms that aid in the delivery of fitness, sports, and dances. These online resources enable the integration of teaching-learning process with the virtual methods of independent learning.

According to Husin et al. (2021), Online learning is a revolutionary method that eliminates the need for learners to physically attend a traditional classroom or college setting. Instead, lectures and courses are given online. It is a technical education and preparation program that uses telecommunications technology to deliver educational knowledge (Latip et al., 2020). Where students can practice independently at their own pace rather than in a normal classroom setting is not seen as a paradigm of digital education. During the COVID-19 phase, when many students had no choice but to use cutting-edge online information and communication technologies to accomplish their academic assignments, it acquired pace and recognition as a learning platform (Al-Kumaim et al.,2021).

There are numerous studies on the effectiveness of online learning and the associated challenges in its use. For instance, Irfan and Iman (2020) contend that online learning is

ineffective and is conducted inappropriately due to unsuitable internet facilities, teachers' inability to implement online learning, and the lack of cooperation given by parents. However, Awal et al. (2020) found that while online learning is efficient for responding to the pandemic's urgency, it is ineffective for achieving learning goals since it is expensive to buy sufficient internet packages. Similar to how Wildana et al. (2020) view online learning, which enables the use of tools like Zoom and Google Classroom, as beneficial, online learning is constrained by internet access and internet package costs. Muhammad and Kainat (2020), who also noted the lack of connection between teachers and students and a lack of technology resources as challenges to the effectiveness of online learning, also brought up the issue of internet connectivity. According to Hazwani et al. (2017), institutional infrastructure is important in making sure that online learning runs well in order to overcome these problems and challenges. In addition, Nurul Haidah et al. (2020) note that students should take the opportunity to learn, improve their interpersonal skills, and enhance their adaptability to new technologies. With all the contrasting results of studies on the effectiveness of online learning, it is necessary for teachers to assess its impact to the learning of the students.

The sudden change of the teaching platform from face to face to online or remote learning pose a great challenge to the teachers. Due to the pandemic, the online video conferencing serves as the main tool for lectures and discussion. In the subjects with practical components such as PE, questions arise as to the effectiveness of the online platform. For instance, one component of PE is the teaching of the Philippine Folk Dance. The online platform, as the main tool for teaching and learning in the new normal, is seen as the only option to teach the Philippine folk dances. However, there are limited studies affirming the effectiveness of the platform.

There are several studies conducted in the dance schools that utilized online learning in the teaching of contemporary dances. For instance, Papp-Danka and Lanszki (2020) investigated the distance learning at the Hungarian Dance Academy. The findings indicated that instructors welcomed any opportunity to use distance learning to their advantage (such as developing new curriculum, learning about cutting-edge technology, and enhancing relationships with students), but it is understandable that many people did not think it was possible to teach dance online. Due to their own schedules and the comfort of their homes, several students preferred distance learning, although there were many criticisms of its

methodologies. Similarly, Saenal et al. (2021) evaluated the art of dance during the pandemic. Results showed that it seems that it will be very difficult if it is done with online learning. This is congruent with the study of Wang et al. (2022) on the effectiveness of blended learning in university physical education. Results showed effects of blended learning on students' motor skills, physical fitness, exercise attitude, satisfaction, and interest in learning. However, there are no studies specifically on traditional Philippine dances.

The cultural dances which are being discussed and executed in the Physical Education component of MAPEH requires specific movements, steps, counts and style. Babiera (2014) believed that it is the mission of the academic institutions to preserve, promote and pass down folk tradition and culture through the Physical Education teachers. However, with the strong influence of modern culture, the teachers' attitude and interest are diverted (Leal, 2011). Similarly, the emergence of the online learning paved way for the students' own executions of the Philippine folk dances. Some of them even make it to creative folk dances. These also raise the question on the achievement of the Most Essential Learning Competencies (MELCs) as set forth by the DepEd for Physical Education.

Similar to the observation of Buedron (2015), in spite of the choice of simple dance and application of several teaching techniques, a lot of students find difficulty learning folk dance. Due to the limited studies focusing on the effectiveness of online learning in teaching cultural dance to students and the current COVID-19 pandemic situation in the country, this study was conceptualized. As such, this study aimed to assess the effectiveness of the online learning in the teaching of the Philippine folk dances in the achievement of the MELCs in Physical Education dance component. It measured the effectiveness in three parameters: student learning; teaching strategy; and online platform. The student learning were assessed in terms of intrinsic, germane, and extraneous. Meanwhile, the parameters of the teaching strategy were appropriateness and delivery. Finally, the online platform was assessed through video and audio quality, ease of use, and technological efficiency. The assessments of these three parameters are tested for significant relationship with the achievement of the MELCs in Physical Education dance component.

Methodology

This study is descriptive-correlational research, a method that aims to provide static pictures of situations as well as establish the relationship between different variables

(McBurney & White, 2009). The statistical data were collected by means of a questionnaire as a way of assessing a social phenomenon. Meanwhile, the type of quantitative research is descriptive design. According to Manjunatha (2019), descriptive research describes the characteristics of the population or phenomenon that is being studied. This methodology focused more on the “what” of the research subject rather than the “why” of the research subject. Since the current study aimed to find a significant relationship between the use of online platform and the MELCs in the teaching of Philippine folk dances, the method is the most appropriate.

The population of the study were the 100 Grade 7 MAPEH students of the Dolores Macasaet National High School, a public high school in Candelaria, Quezon. Since the researcher is a MAPEH teacher and the study requires the evaluation of the online platform, the MAPEH classes under the researcher were taken as respondents of the study. In total, there were 300 students in the Grade 7 MAPEH comprising the participants of this study.

The instrument was a self-constructed questionnaire based on the theories, literature and studies.

Construction of the questionnaire. It was divided into four parts. These are in a checklist format using a 4-scale Likert style response. The four parts of the questionnaire include: students’ knowledge on Philippine folk dances; effectiveness of the teaching strategy; effectiveness of the online platform and Most Essential Learning Competencies. There were different parameters used to assess each part of the questionnaire.

Validation of the Questionnaire. The content of the instrument has been checked and validated by three experts in the field: MAPEH department head of Dolores Macasaet National High School, master teacher in MAPEH and research expert. Any modifications suggested by the panel were incorporated before the data gathering proper.

Administration of Questionnaire. The data gathering was personally conducted by the researcher. Since the classes are flexible and hybrid, the research used the online classes as the implementation of the strategy and the administration of the survey during the face-to-face class. Since students were grouped into two batches (online and face to face), there was one-week allocation for the distribution of the survey.

As to the implementation of the online class, the researcher informed the students at the start of the week on the survey that was conducted. The main objective was discussed to the students at the beginning of the study. The researcher conducted the classes normally for

the next two weeks allowing students to familiarize and utilize the online platform for two weeks for a more accurate evaluation. During the first week, the researcher discussed only the theoretical part of the Philippine folk dances during the face-to-face classes while the specific dance steps was demonstrated through online platform. For the second week of the implementation, the researcher discussed and demonstrated the Philippine folk dances during the first face to face class and continued the same for the first online class.

The students were given time to demonstrate the Philippine folk dances at the last face to face class of the second week. The survey was conducted at the third week following the students' demonstration.

The following statistical tools were used for the analysis of the data: frequency, percentage, weighted mean, standard deviation, and Pearson R Correlation. The frequency, percentage, weighted mean, and standard deviation were used in the descriptive questions. It was calculated by multiplying the weight (or probability) associated with a particular event or outcome with its associated quantitative outcome and then summing all the products together. Meanwhile, Pearson r correlation was used to answer research question.

Findings

In terms of intrinsic knowledge, the students' perceived that online teaching contributed to their knowledge on Philippine folk dances. The students are knowledgeable on the Philippine folk dances in all the indicators assessed specifically historical origin, culture and traditions and the words associated to the folk dances. Similarly, the students also rated themselves knowledgeable in terms of germane with all indicators rated 'knowledgeable'. They clearly emphasized that the online teaching enabled them to learn the movements and steps associated with the Philippine folk dances. In terms of extraneous, the students perceived themselves knowledgeable with all the indicators rated 'knowledgeable' indicating that the online teaching allowed them to have personal reflection and apply the lessons in their everyday undertakings. Overall, the students acquire sufficient knowledge on Philippine folk dances through online teaching.

The students believed that online teaching is a highly effective medium in learning Philippine folk dances. Majority of the indicators assessed were highly effective. Meanwhile,

the delivery of the lessons in online teaching is also highly effective with all the indicators rated 'highly effective'.

The students perceived that the online teaching of Philippine folk dances is effective in terms of video and audio quality, ease of use, and technological efficiency. The students emphasized the value of recording lectures and the impact of voice and video during the online teaching but flagged the limited functionalities of the online platform.

In terms of the online platform learning competencies, the nature and background of the dance was rated effective while the skills execution of folk dances was rated highly effective. With the use of the online platform, the students were able to effectively achieve the learning competencies required for the dance. Similarly, they were able to master the choreography of various Philippine folk dances.

Despite the high ratings given to the online teaching of Philippine folk dances, the students are within the emerging level of the MELCs of MAPEH dance criteria in terms of sequence of steps, beat and style while developing in terms of attitude.

The correlation test shows that the nature and background of dance has significant relationship with intrinsic knowledge, germane knowledge, appropriateness of the online platform, delivery, video and audio quality, ease of use, technological efficiency, and extraneous knowledge. Similarly, the skills execution has positive significant relationship with intrinsic knowledge, germane knowledge, extraneous knowledge, appropriateness of the online platform, delivery, video and audio quality, ease of use, and technological efficiency. On the other hand, the sequence of dance steps MELC has significant relationship with the ease of online platform use while beat has significant relationship with delivery, ease of use and technological efficiency and style has significant relationship with extraneous knowledge. However, attitude has no significant relationship with any of the knowledge, efficiency, and effectiveness variables.

Conclusion

This study concluded that there is significant relationship between the nature and background of dance and skills execution with the online teaching of Philippine folk dances. Since the students generally perceived that the use of online teaching platform is highly effective, the MAPEH teachers may still utilize online platform in the teaching of Philippine folk dances through independent learning tasks with the aid of video streaming sites and

online portals. They can also use online resources in their performance tasks in any type of dance. The MAPEH teachers may focus on the utilization of video streaming sites such as YouTube because most of the students have high regards for video and audio quality in video tutorials. The teachers can provide useful videos that are relevant and educational in nature. They may focus on development of video lectures in the teaching of Philippine folk dances. They are encouraged to create videos of Philippine folk dances as supplementary material for their lectures.

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