

Contextualized Offline Video Dance (COVID) Instruction: Its Effects to The Folk Dance Mastery Performance of The Grade 8 Students in The New Normal

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ABSTRACT

The physical education subject is one of the academic subjects which was challenged in this time of pandemic since no face-to-face interactions are allowed which then gave a great endeavor among teachers to accommodate learning in this field thus this study came into being, to assess the effectiveness of the Contextualized Offline Video Dance (COVID) Instruction on the performance of Grade 8 students in Physical education at Cauayan City Science and Technology High School. This study used the experimental research design to elicit data on the effectiveness of the intervention among the 34 students which was equally and randomly assigned into experimental and control group. Descriptive statistics were used in the analysis of the scores of the participants and the paired t-test was also utilized in determining the effectiveness of the intervention at the level of 0.05 and the Cohens- d test was also used to determine the effect size of the said intervention. The results demonstrate that there is a rise in the scores of the children in the experimental group before and after the intervention, as well as a significant difference in the experimental group's pre and post test scores ($p=0.05$). Further research reveals that the lure has a substantial effect of the intervention on the experimental group, as indicated by the Cohens- d result of 0.59. As a result, it is reasonable to conclude that the COVID initiative is beneficial in improving the academic performance of grade 8 students in Physical Education. As a result, this study suggests that widespread distribution efforts be undertaken, and that the use of this intervention be strongly promoted. This study therefore recommends that wide dissemination shoo ups be done and utilization of this intervention is highly encouraged. A similar study should ask so be conducted in a wider perspective.

Key Words: COVID, Instructional Video, folk dances

INTRODUCTION

The context of this study revolves around an effort to improve the academic performance of Grade 8 students in physical education at Cauayan City Science and Technology High School. In response to the specific challenges faced by these students in mastering dance steps within the context of Philippine folk dances, the researchers propose an intervention named Contextualized Offline Video Dance (COVID) Instruction. This intervention seeks to enhance not only the students' dance step skills but also their physical, mental, social, and emotional well-being, utilizing various technological tools like cellphones, iPads, tablets, laptops, and flash drives.

However, there exists a gap in the literature concerning the effectiveness of such interventions in the context of physical education, particularly in addressing the challenges posed by the COVID-19 pandemic and the transition to online instruction. While technology is increasingly integrated into education, physical education has been somewhat resistant to these changes (Konukman, 2015). The need for innovative approaches like COVID to engage students and improve their physical education performance remains a critical area requiring exploration.

The proposed intervention, COVID, is designed to address the identified gap in the literature. It will involve the creation and distribution of contextualized offline dance instructional videos to the experimental group of students. These videos aim to enhance dance step skills while fostering holistic health. The implementation involves baseline data collection, selection of experimental and control groups, asynchronous video sessions facilitated by subject teachers, and performance assessments. By evaluating the impact of COVID through comparison of mean scores between the experimental and control groups, the study seeks to determine its effectiveness in improving academic performance in physical education. The implications of this intervention are potentially significant, as it may offer a solution to challenges posed by the pandemic and support students in their physical education journey.

METHODOLOGY

Research Design

The experimental testing system was employed, specifically the Pre-test - Post-test Only Design, in which the subjects were randomly allocated to either the control group or the experimental group. The independent variable was pretested in all classes. The therapy (COVID) was administered to the experimental group, while the control group used the modality set by the authorities. Both groups were post-tested to assess how changing the independent variable impacted the dependent variable.

Participants and/or other Sources of Data and Information

Participants in this study were selected from Grade 8 Alviola and Grade 8 of Cauayan City Science and Technology High School. As they were heterogeneously grouped, the researchers randomly assigned sections to be either the control group or the experimental group. A total of thirty-five (35) participants were randomly chosen for the control group, while another 35 were included in the experimental group. These students were selected because they had demonstrated difficulties in performing the specified competency, indicating the need for intervention.

Data Gathering Methods

To ensure the consistency of the data gathered, the research followed several major steps. In the Pre-Experimental Stage, a pre-performance assessment was administered through the online learning platform. The teacher subsequently provided a demonstration to the students, followed by a return demonstration by the students themselves. The practicum was based on the learning competencies outlined in the Physical Education 8 curriculum guide for Quarter 4. Moving on to the Experimental Stage, the participants in the experimental group utilized video materials to master the lesson, while the control group adhered to the instructions provided in the Grade 8 Physical Education and Health book, specifically pages 168-169. In the Post-Experimental Stage, a practicum was administered, mirroring the first practicum conducted with the students to assess their progress and understanding of the subject matter.

Data Analysis Plan

To assess the learners' practicum performance, the researcher employed a rubric. Scores from both the first and second practicums were collected and subsequently tallied. These data were subjected to statistical analysis using mean and standard deviation calculations. To ascertain the significance of any differences in scores within the group exposed to the intervention, a paired sample t-test was conducted. An independent t-test was also applied to determine the significant differences in scores between the control group and experimental group before and after the introduction of the intervention. Additionally, Eta squared was utilized to evaluate the overall effect of the intervention on the performance of Grade 8 students.

RESULTS AND DISCUSSION

The following will be the presentation and discussion of the findings from this action research.

Table 01: Pre-Test And Post-Test Mean Scores of The Control Group and Experimental Group Before and After the Implementation of the Project COVID

Group		n	Mean
Control	Pre test	34	8.03
	Post test	34	10.74
Experimental	Pre test	34	7.68
	Post test	34	12.74

The table above displays the statistical values of the data computed, including the mean score of the participants in both the control and experimental groups before to and after the intervention. In the provided table, the control group shows that the participants' scores grow from 8.03 to 10.74, but the experimental group demonstrates the same from 7.68 to 12.74. According to the findings, both the control and experimental groups' learners' reading comprehension improved. This is in accordance to the study of Weng et.al (2020) which shows that any intervention that denoted higher order thinking is an essential component to learning which is a similar concept in the study, that the intervention of this study to demonstrate accordingly the steps is a higher order thinking activity that will enhance the assimilation of learning among the learners. In the same note that Sheng et.al (2019) also support the said idea which highlighted that the more they'd a certain activity the more they will learn from it.

Table 02: Test Of Difference on The Pre-Test and Post-Test Mean Scores of the Learners Under Experimental Group and Control Group Before and After the Intervention

Group		n	Mean	SD	t-value	p-Value
Pretest	Control	34	7.03	2.39	-5.73	*0.00
	Experimental	34	10.74	1.14		
Post Test	Control	34	8.68	2.25	-16.02	*0.00
	Experimental	34	12.74	2.34		

The mean score of the participants in this study, as shown in the table above, demonstrates a good outcome, as there is a rise in their mean score before and after the intervention for both the control and experimental groups. Further analysis was carried out to determine the difference in the scores of the respondents before and after the intervention for the two groups, and it was discovered that their p-value is 0.00, which is less than the alpha value set

for this study, implying that their pre-test and post-test scores differ significantly. In this data, the COVID intervention is effective. In this note the idea of Ling (2018) supports this claim as the intervention to do the lessons or to execute the lessons activity can increase learning and assimilation of knowledge, also she highlighted that the body can be the good source of learning when use well more so in the concept of learning. Body kinesthetic can be the best way to understand and to learn something more sincerely.

Table 03: Test Of Difference on The Pre-Test and Post-Test Mean Scores of The Group Exposed to the Intervention

Group		n	Mean	SD	t-value	p-Value
Experimental	Pre test	34	7.67	1.50	-16.02	*0.00
	Post test	34	12.73	1.13		

The data in the table above also indicates the experimental group's effect size, which was 0.59, with a descriptive interpretation of Large. In light of the above, we can conclude that Project COVID is an effective intervention for improving learners' ability since it has a significant impact on the scores of the learners' performance in Physical Education in this study. The result is consistent to the other tables above which denotes a significant increase in the learning ability of the students. The key concept here is that the students were able to see and read instructions from the teacher and have enough time to view how to perform the danced steps. More senses to be used in learning, the higher impact it may be in learning and assimilation of information (Wang, 2017). Sheng (2019) on the other hand also elaborated that the use of human senses in a single activity can give ample time for the learners to focus so that higher learning will take place.

Table 04: Effect Size of Project COVID in Improving the Mastery of Folk Dance Among the Respondents

Group		n	Mean	SD	t-value	Cohens -D	Dec
Control	Pre test	34	8.02	2.08	-5.79	0.20	Small
	Post test	34	10.74	2.80			
Experimental	Pre test	34	7.68	1.49	-16.02	0.59	Large
	Post test	34	12.74	1.14			

The data on the table above shows also the effects size of the experimental group and it yielded to 0.59 which have a descriptive interpretation of Large. In this noted we can say that the Project COVID is an effective intervention to improve reading comprehension of the learners' because it gives a large effect to the scores of the learners from this study. In this result, literature will support it as it is still consistent to the other tables above. Rufen (2019) can support the study result as it gives because kinesthetic is an important activity to engage the students to that higher learning will be met.

CONCLUSION

In light of the preceding data presentation and analysis, which shows that the mean score of both groups, control and experimental, shows an increase, the test of difference shows that the scores before and after the intervention for both groups are significant, which can be supported by the large change in the scores of the experimental group by the cohens -d result. As a result, it is reasonable to infer that the project COVID is an effective intervention to improve the reading

comprehension of Grade 8 Students on Dance Instruction under Physical Education and may be utilized to supplement the institution's teaching-learning modalities.

RECOMMENDATIONS

Based on the findings above, the following suggestions will be made:

1. That the Project COVID be disseminated throughout the institution and to be used to supplement the teaching-learning process in order to increase the learners' ability in the matter at hand.
2. The administration and the school principal to formalized the involvement of the students in all levels to triangulate the result of this study among all the other grade levels.
3. Make COVID as an intervention to be utilized in other grades, focusing on the key learning objectives for each grade level.
4. To further enhance the result of this study, a wide perspective should be done as a future research endeavor by mean of including more respondents not just confined into the grade level but in the perspective of the majority of the learners in the institution.

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