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CLM-Based Activities for Grade 7 P.E.

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Abstract:

This research determined the effectiveness of Cooperative Learning Method in the teaching of Physical Education to the Grade 7 students at Luray II Barangay High School, Toledo City, Cebu during the school year 2018-2019 as basis for enhanced learning activities. Specifically, this answered the following questions: the performance of the students in Tinikling in terms of describing its origin or location, demonstrating its dance sequence and promoting folk dancing as physical activity; the level of effectiveness of Cooperative Learning Method as to group activities and collaboration; significant relationship between the performance of the students and their perception and the enhanced learning activities that can be proposed. This research utilized the descriptive-correlational method on a 100 Grade 7 respondents consisting of 50 males and 50 females. The statistical tools used in the treatment of data were Mean and Standard Deviation, Weighted Mean and Chi-square. Based on the data gathered, the competencies: describing the origin of folk dance, demonstrating its dance sequence and promoting folk dancing, the grand mean was verbally interpreted as Competent. On the perception of effectiveness of Cooperative Learning Method as to group activities and collaboration, it was found out that the students perceived CLM as to group activities and collaboration as Very Effective in their performance in physical education. Based on the overall result, students' performance in Tinikling was competent based on the three competencies using Cooperative Learning Method. Hence, Cooperative Learning Method was effective in improving the students' performance in physical education. Based on the findings and conclusions arrived at in this study, it is recommended that the enhanced learning activities developed in this study are effective tools in helping students improve and master their skills in physical education.

Keywords: Physical Education and Sports, Cooperative Learning Method, Descriptive Research, Toledo City, Cebu, Philippines

Introduction:

Cooperative learning is a teaching method where students of mixed levels of ability are arranged into groups and rewarded according to the group's success rather than the success of an individual member. It is an organized and structured way to use small groups to enhance student learning and interdependence. Students are given a task and they work together to accomplish this task. Each individual is held accountable for aiding in the completion of that certain task. Therefore, success is dependent on the work of everyone in the group.

Cooperative learning in teaching physical education aims to organize classroom activities into academic and social learning experiences. It promotes positive interdependence and self-confidence among the members in carrying out physical education activities or tasks. Each member is responsible not only for learning what is taught but also for helping group mates learn, thus creating an atmosphere of achievement.

According to Robyn M. Gillies (2016), a professor of Education, states that Cooperative learning is widely recognized as a pedagogical practice that promotes socialization and learning among students from pre-school through tertiary level and across different subject domains. It involves students working together to achieve common goals or complete group task.

Johnson, D.W., & Johnson, F. (2009). Collaborative learning is a teaching and learning strategy in which students work together to investigate a major question or develop a meaningful project. Collaborative learning can take the form of a group of students debating a lecture or students from various schools working together through the Internet on a shared assignment.

John Dewey believed that it was important that students develop knowledge and social skills that could be used outside of the classroom and in the democratic society. This theory portrayed students as active recipients of knowledge by discussing information and answers in groups, engaging in the learning process together rather than being passive receivers of information (e.g., teacher talking, students listening).

Spencer Kagan's approach to cooperative learning is that it is a type of structured peer interaction emphasizing positive human relationships, collaboration between peers, active learning, academic achievement, equal participation, and equal status of students in the classroom. This pedagogical approach has two aims: one aim is to



foster positive, cooperative relationships between learners studying any subject in a class. The second aim is high academic achievement for all learners in a class.

This research determines the effectiveness of Cooperative Learning Method in the teaching of Physical Education to Grade 7 students at Luray II Barangay High School, Luray II, Toledo City during the school year 2018-2019 as basis for proposed learning activities.

Motivation is defined as the internal and external factors that stimulates desire and energy in people to be continually interested and committed to a certain task. Motivation in a classroom setting is important in order for an effective teaching and learning to happen. But, there are many reasons for the lack of motivation. It could be due to a weak desire, laziness or shyness, and it could be due to lack of self-esteem and self-confidence. This is why the researcher wants to determine the effectiveness of introducing the Cooperative Learning Method in motivating and improving students' performance in class particularly in Physical Education.

Teaching by means of Cooperative Learning Method promotes students to engage in and take on a bigger responsibility for their learning and creates variety in instruction. Working in small groups gives students a greater share in the classroom's discussion and contributes to their language development. Thus, promoting positive interdependence and self-confidence.

Literature Review:

This study is grounded in the belief that cooperative learning methods enhance the skills performance of Grade 7 students in physical education. Dr. Robert Slavin's theory on cooperative learning serves as a foundational framework for this study. Slavin posits that cooperative learning is not only a highly effective learning approach but also a rich area for research and analysis. Furthermore, he contends that cooperative learning fosters a supportive environment particularly beneficial for handicapped and disabled students, facilitating their integration into mainstream educational settings.

Research by Bee & Boyd (2007) underscores the notion that individual learning has its limits, advocating for guided learning experiences within the zone of proximal development. They argue that as students acquire knowledge, guided assistance expands their capabilities, enabling them to tackle more challenging tasks.

Dyson (2001) discovered a congruence in perceptions between teachers and students regarding the benefits of cooperative learning programs. Teachers observed improvements across various domains including motor skills, social skills, teamwork, and self-directed learning among students of diverse abilities.

Barrett (2005) demonstrated that cooperative learning strategies in physical education level the academic playing field, enabling low-skilled students to perform on par with their peers. Dyson and Casey (2012) highlight the extensive history and recent surge of interest in cooperative learning, especially in core subjects like Math, Literacy, and Science, as well as in Physical Education. They reference the publication of "Cooperative Learning in Physical Education: A Research-Based Approach" as evidence of this growing scholarly interest.

However, Dyson (2014) cautions that despite its promise, implementing cooperative learning in physical education may encounter challenges and complexities. Veenman et al. (2002) found that students taught by student teachers using cooperative methods exhibited positive attitudes towards group work and perceived the benefits of collaborative learning favorably.

Goudas and Magotsiou (2009) reported significant gains in social skills and a preference for group work among students participating in a cooperative learning program. Poellhuber et al. (2008) noted positive associations between cooperative learning activities, motivation, and peer interaction, suggesting that learners derive benefits beyond academic achievement.

Kuo et al. (2015) demonstrated the superiority of online cooperative learning over traditional methods in English education, with online learners outperforming their counterparts in paper-based settings. Fransen et al. (2011) underscored the importance of shared mental models, mutual performance monitoring, and interpersonal trust in fostering effective learning teams.

Tran (2014) revealed that students instructed through cooperative learning exhibited significantly higher achievement and knowledge retention compared to those taught through lecture-based methods. Douglas and Kohlmeyer (2005) found that students engaged in cooperative learning reported higher motivation to learn and perceived learning gains, indicating the motivational benefits of collaborative learning approaches. Through synthesizing these theories and empirical studies, this review offers a comprehensive understanding of the efficacy of cooperative learning in enhancing the skills performance of Grade 7 students in physical education.

Methodology:



Design

Research design is a detailed outline of how an investigation will take place. It will typically include how data is to be collected, what instruments will be employed, how the instruments will be used and the intended means for analyzing data collected. In this study, the descriptive – correlational method of research will be used.

Environment

The study was conducted at Luray II Barangay High School located in the vicinity of barangay Luray II, Toledo City.

Luray II Barangay High School was established on June 1996 under the initiative of the former Luray II Barangay Captain, the late Crescenciano Valmores with the assistance extended by Mr. Alfredo Tan who was once the Division Supervisor in Non-formal Education. The school started up with the opening of the Night classes using four (4) elementary classrooms that catered mostly to working students and married men and women who left school for a quite some time already.

Nowadays, the school has already eighty (80) classrooms with a total of four thousand and two hundred (4, 200) students. Each classroom consists of fifty (50) or more students which made the classroom crowded and lacked of chairs. So, teachers need to cater these students the best way they could.

Most of the teachers here prefer to use groupings in conducting classroom activities for an easy dissemination of tasks and faster way to get and record their scores for their performance. Although, they also apply individualized activities if the task can be carried out individually or some students prefer to do the task on their own. Thus, the researcher in this study wanted to determine how effective cooperative learning method was in carrying out tasks relating to their performance in physical education.

Respondents

The respondents of the study were the grade 7 students of Luray II Barangay High School with a total of one hundred and fifty-five (90) females and one hundred and seventy (115) males in school year 2018-2019 in random sampling of 100 respondents. The distribution of the respondents is shown in Table 1.

Table 1
Distribution of Respondents
n = 100

Section	Male		Female		Total	
	f	%	f	%	f	%
ETHEL	15	15.00	10	10.00	25	25.00
LADY	10	10.00	15	15.00	25	25.00
RAZEL	15	15.00	10	10.00	25	25.00
SUHSMITA	10	10.00	15	15.00	25	25.00
Total	50	50.00	50	50.00	100	100.00

Instrument



Two sets of questionnaire were administered to the respondents. The first set of questionnaire was to know the perception of the respondents on Cooperative Learning Method in terms of group activities and the second set of questionnaire was to know the perception of the respondents on Cooperative Learning Method in terms of collaboration as a strategy to develop students’ performance.

These questionnaires provided data to test the relationship of the students’ skill performance in physical education and their perception to the cooperative learning method being introduced.

In each 10 item questionnaire, the respondents were asked to mark check on the box in each indicator which corresponds to their answer in their perception on Cooperative Learning Method. There were four (4) boxes which have a corresponding categorical response that the respondents chose which of it corresponds to their answer.

Procedures

Preliminary Preparation. The following preliminary preparations were done to make sure that the gathered data were valid. First, the researcher introduced Cooperative Learning Method as a way of teaching Physical Education to the research respondents to answer the problem of the study. Next, the researcher prepared questionnaires on the perception of the respondents on Cooperative Learning Method in terms of group activities and collaboration. The questionnaires were presented to the research instructor for checking and critiquing. Then the researcher presented a letter of permission to the school principal of Luray II Barangay High School to conduct the study within the school premises.

Data-Gathering Procedures. When the standardized questionnaires were ready, the researcher distributed the two sets of research questionnaire to examine the perception of the respondents on Cooperative Learning Method in terms of group activities and collaboration. Then the performance scores based on the three competencies in physical education served as data on their learning performance. Finally, the data were collected, tabulated, analyzed and statistically interpreted.

Statistical Treatment

The following statistical tools were used in the treatment of data by the aid of statistical software. For the performance of the students based in Tinikling as to identified competencies, Mean and Standard Deviation were used.

For the students’ perception on Cooperative Learning Method as to group activities and collaboration, weighted mean was used.

For the significant relationship between the students’ perception on Cooperative Learning Method and their level of performance in performing Tinikling folk dance, Chi-square was used.

Scoring Procedure

Score	Mean Range	Interpretation
9 – 10	8.21 – 10.00	Skillful
7 – 8	6.41 – 8.20	Competent
5 – 6	4.61 – 6.40	Practitioner
3 – 4	2.81 – 4.60	Apprentice
1 – 2	1.00 – 2.8	Novice

This scoring procedure was used in interpreting the data on the performance of the students using the competencies.

Student’s perception on cooperative learning method:

Weight	Mean Range	Verbal Rating	Verbal Description
4	3.26 – 4.00	Strongly Agree (SA)	This means that the indicator is strongly agreed.
3	2.51 – 3.25	Agree (A)	This means that the indicator is agreed.
2	1.76 – 2.50	Disagree (D)	This means that the indicator is disagreed.
1	1.00 - 1.75	Strongly Disagree (SD)	This means that the indicator is strongly disagreed.

This indicates the student’s perception on the use of Cooperative Learning Method during PE classes as a strategy to develop students’ skill performance in physical education.



Results and Discussion:

PERFORMANCE OF THE STUDENTS IN TINIKLING

This section presents the performance of the students in Tinikling based on the three competencies: describing the origin, demonstrating the dance sequence and promoting folk dancing.

Describing the Origin of Folk Dance

The origin is the point at which something begins its existence. By learning and describing the origin of Tinikling folk dance, students are much aware and gained better understanding of where and how the dance was created.

The performance of the students based in Tinikling as to describing its origin is shown in Table 2.

Table 2
Performance of the Students in Tinikling as to Describing the Origin
n = 100

Performance Indicator	f	%	Mean Performance	Verbal Description
Skillful	22	22.00	7.22	Competent
Competent	50	50.00		
Practitioner	27	27.00		
Apprentice	1	1.00		

Legend: Skillful (8.51-10.00), Competent (6.51-8.50), Practitioner (4.51-6.50), Apprentice (2.51-4.50), Novice (1.00-2.50)

Table 2 showed the performance of the students in Tinikling as to "Describing the Origin". The CLM-based learning activities given to the students for this competency were Dances of the Islands which assessed students' prior knowledge on Philippine folk dances and their place of origin within their group, Folk dance 101 which provided the students in their respective group inputs on the nature and background of Tinikling to better understand and appreciate the dance. An Essay writing activity was given to the students in describing the origin or location of Tinikling with the use of a rubric. As shown, half of the respondents were Competent which comprises 50% of the population, followed by 27% who were Practitioner, 22% who were Skillful and 1% was an Apprentice. Moreover, the overall Mean Performance was 7.22 which was verbally interpreted as Competent. This implied that Cooperative Learning Method was effective to the performance of the students. The result was aligned to the study of Gilles (2016) that recognized Cooperative Learning as a pedagogical practice that promotes socialization and learning among students which involves students working together to achieve common goals or complete group task. It was also supported by the theory on social learning of Lev Vygotsky (1962) which suggested that learning takes place through the interactions students have with their peers, teachers, and other experts.

Demonstrating the Dance Sequence Appropriately

In order to understand more of the beauty of Tinikling folk dance, students will demonstrate or perform the dance in appropriate manner which mainly includes its basic steps.

The performance of the students based in Tinikling as to demonstrating its dance sequence appropriately is shown in Table 3.

Table 3
Performance of the Students in Tinikling as to Demonstrating the Dance Sequence Appropriately
n = 100

Performance Indicator	f	%	Mean Performance	Verbal Description
Skillful	20	20.00	7.24	Competent
Competent	53	53.00		
Practitioner	27	27.00		



Table 3 showed the Performance of the students in Tinikling as to "Demonstrating the Dance Sequence Appropriately." The CLM-based learning activities given to the students for this competency were Back to Basic which the students in their group executed the fundamental positions of the arms and feet in folk dancing, Tinikling Moves which the students in their respective groups were given opportunities to learn and master the Tinikling, Got to Dance and Keep on Dancing which made the students in their group continued to execute the dance steps in Tinikling, and It's Showtime which the students in their respective group performed finally the dance Tinikling. An arbiter was invited to evaluate the performance of the students on their performance day with the use of a rubric. It was found out that majority of the respondents were Competent comprising 53% of the population, 27% were Practitioner, then 20% were Skillful. The overall Mean Performance was 7.24 which was verbally interpreted as Competent. Nobody from the respondents were Apprentice nor Novice. This implied how effective Cooperative Learning Method was to the performance of the students. Thus, the result was supported by Kagan's approach to Cooperative Learning that emphasizes positive human relationships, collaboration between peers, active learning, academic achievement, equal participation and equal status of students in the classroom. It was also supported by the study of Barrett T. (2005) who found out that low-skilled students performed as well as their average and highly skilled counterparts with the help of cooperative learning strategy in physical education on academic learning time.

Promoting Folk Dancing as Physical Activity for the Family

Folk dance is defined as a traditional dance of a given people and helps keep the Philippine culture alive. Dancing is one of the best physical activities or exercise to undergo with for it involves your body to move with the music being played. Therefore, promoting folk dancing as a physical activity for the family preserves the cultural unity of the Filipino people and helps in achieving personal fitness.

The performance of the students in Tinikling as to promoting the dance as physical activity for the family is shown in Table 4.

Table 4
Performance of the Students in Tinikling as to Promoting the Dance as Physical Activity for the Family
n = 100

Performance Indicator	f	%	Mean Performance	Verbal Description
Skillful	9	9.00	6.27	Practitioner
Competent	32	32.00		
Practitioner	47	47.00		
Apprentice	12	12.00		

Table 4 showed the Performance of the students in Tinikling as to "Promoting the Dance as Physical Activity for the family." The CLM-based learning activity given to the students for this competency was organizing an exercise which the Tinikling dance itself as the physical activity for their family. It was found out that most of the respondents were Practitioner comprising 47% of the population, 32% were Competent, then 12% were Apprentice and 9% were Skillful.. The overall Mean Performance was 76.27 which was verbally interpreted as Practitioner. Nobody from the respondents was Novice. The result may imply that cooperative Learning Method was not so effective in the Performance of the students and there are many factors to consider. Thus, this is explained by the result of the study of Dyson (2002) which revealed that Cooperative learning Instructional Format holds much promise for Physical education, but its implementation will likely not be smooth or trouble free. It was also supported by the findings of Dyson's (2001) which suggested that cooperative learning program allowed students of all ability levels to improve motor skills, develop social skills, work together as a team and help others improve their skills.

The summary of performance of the students in Tinikling based on the three competencies as to describing the origin, demonstrating the dance sequence and promoting folk dancing as physical activity for the family is shown in Table 5.

Table 5
Summary of Performance of the Students in Tinikling
n = 100

COMPETENCIES	MEAN, \bar{X}	VERBAL DESCRIPTION
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Describing the Origin	7.22	Competent
Demonstrating the Dance Sequence	7.24	Competent
Promoting Folk Dancing	6.27	Practitioner
Grand Mean	6.91	Competent

As shown in Table 5, the students had 7.24 mean in “demonstrating the dance sequence”; 7.22 mean for “describing the origin” which were verbally described as Competent. However, the students achieved 6.27 mean in Promoting folk dancing which was verbally interpreted as Practitioner. The Grand mean was 6.91 verbally interpreted as Competent. This implies that the respondents are within fulfilling expectations in the performance. This is supported by John Dewey who believed that Cooperative Learning portrayed students as active recipients of knowledge by discussing information and answers in groups, engaging in the learning process together rather than being passive receivers of information. However, in “promoting folk dancing”, the respondents are still Practitioner and there are many factors to consider in this situation. Thus, this can be explained by the result of the study of Dyson (2002) which revealed that Cooperative learning Instructional Format holds much promise for Physical education, but its implementation will likely not be smooth or trouble free.

Effectiveness of Cooperative Learning Method as Perceived by the Students

The next part showed the level of effectiveness of Cooperative Learning Method. This is described through the students’ perception on how effective Cooperative Learning Method was as to group activities and collaboration. Group Activities

Group activities involve students working collaboratively on assigned tasks, in or out of the classroom. This include assessment tasks that require students to work in groups. It is also a way to incorporate different perspectives, experiences, knowledge and skills.

According to Hanan A Taqi and Nowreyah A Al-Nouh, Journal of Education and Learning, 2014, the use of group activity in classroom activities is a method used for motivating learning and increasing the idea of pleasure through learning by doing.

The students’ perception on how effective Cooperative Learning Method is as to group activities is shown in Table 6.

Table 6
Respondents’ Perception on Level of Effectiveness of Cooperative Learning Method as to Group Activities
n = 100

INDICATOR	WEIGHTED MEAN	VERBAL DESCRIPTION
1. Group activities facilitate motivation among students and encourage them to learn the task	3.45	Strongly Agree
2. Group activities allow students to socialize among themselves and establish good relation with one another	3.26	Strongly Agree
3. Group activities encourage the students to be pro-active in the activity and provide them the opportunity to learn things by doing	3.42	Strongly Agree
4. Group activities allow students to have an opportunity to work with others whose learning experiences may be different from their own	3.19	Agree
5. Group activities allow students to learn, create, organize and evaluate their work	3.45	Strongly Agree
6. Group activities provide opportunity to develop value of teamwork	3.33	Strongly Agree
7. Group activities enhance students’ satisfaction of their learning experience and promote self-esteem through actual performance	3.12	Agree
8. Group activities stimulate creative ideas through brainstorming toward the task	3.31	Strongly Agree
9. Group activities provide confidence and be aware of their strengths and weaknesses	3.21	Agree
10. Group activities provide students to develop better communication skills through expressing their thoughts and ideas	3.39	Strongly Agree
Grand Mean	3.31	Strongly Agree

Legend: Strongly Agree (3.26-4.00), Agree (2.51-3.25), Disagree (1.76-2.50), Strongly Disagree (1.00-11.75)



As presented in Table 6, majority or 6 out of 10 indicators fell within the weighted mean range from 3.26 to 4.00 which was verbally interpreted as Strongly Agree. And 4 out of 10 indicators fell within the weighted mean range from 2.51 to 3.25 which was verbally interpreted as Agree. The Grand weighted mean was 3.31 interpreted as Strongly Agree. This simply means that the students perceived Cooperative Learning Method using Group Activities as very effective in their performance in Physical Education.

Collaboration

Collaborative group work involves bringing students together in small groups for the common purpose of engaging in learning. Students are grouped intentionally with each individual held accountable for contributing to the success of the group activity. According to Chirag Shah, Advances in librarianship, 2010, collaboration is often required for activities that are difficult to be dealt with by a single individual. Many situations requiring information-seeking activities also call for people to work together. The students' perception on how effective Cooperative Learning Method is as to collaboration is shown in Table 7.

Table 7
Respondents' Perception on Level of Effectiveness of Cooperative Learning Method as to Collaboration
n = 100

INDICATOR	WEIGHTED MEAN	VERBAL DESCRIPTION
1. Collaborative learning helped students understand/comprehend the lesson easily	3.43	Strongly Agree
2. Collaborative learning fostered exchanged of knowledge, information and experiences	3.11	Agree
3. Collaborative learning enhanced communication skills through group discussion	3.25	Agree
4. Collaborative learning encouraged active participation in the teaching and learning process	3.37	Strongly Agree
5. Collaborative learning helped the students to learn, share and accept constructive feedbacks	3.39	Strongly Agree
6. Collaborative learning enabled students to help those slow learners within the group	3.18	Agree
7. Collaborative learning developed the value of responsibility towards the group	3.32	Strongly Agree
8. Collaborative learning made problem-solving easier to handle	3.12	Agree
9. Collaborative learning focused on collective efforts than individual effort	3.08	Agree
10. Collaborative learning improved student's performance through sharing of knowledge and skills	3.32	Strongly Agree
Grand Mean	3.26	Strongly Agree

Legend: Strongly Agree (3.26-4.00), Agree (2.51-3.25), Disagree (1.76-2.50), Strongly Disagree (1.00-1.75)

As shown in Table 7, 5 out of 10 indicators fell within the weighted mean range from 3.26 to 4.00 which was verbally interpreted as Strongly Agree. And another 5 out of 10 indicators fell within the weighted mean range from 2.51 to 3.25 which was verbally interpreted as Agree. However, the Grand weighted mean was 3.26 interpreted as Strongly Agree. This simply means that the students perceived Cooperative Learning Method as to Collaboration as very effective in their performance in Physical Education.

Significant Relationship between Performance of the Students and Their Perception

This section presented how students' performance and perceived level of effectiveness on Cooperative Learning Method are significantly related to each other. The relationship was tested using the scores of the students in the performance based on the competencies and through their perceptions on the effectiveness of Cooperative Learning Method as to Group Activities and as to Collaboration. Using the statistical software, the data were analyzed and interpreted.

The significant relationship between students' performance and perceived level of effectiveness on Cooperative Learning Method is shown in Table 8.

Table 8
Significant Relationship between Students' Performance and Perceived Level of Effectiveness of Cooperative Learning Method
n = 100

		Level of	
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Sources of Variance	df	Pvalue	Significance $\alpha = 0.05$	Decision	Remarks
Describing the Origin VS Perception					
Group Activities	4	0.234134	> 0.05	Do not Reject Ho	No Significance
Collaboration	2	0.034554	> 0.05	Reject Ho	Significant
Promoting Folk Dancing VS Perception					
Group Activities	4	0.100338	> 0.05	Do not Reject Ho	No Significance
Collaboration	3	0.271558	> 0.05	Do not Reject Ho	No Significance
Demonstrating the Dance Sequence VS Perception					
Group Activities	4	0.792989	> 0.05	Do not Reject Ho	No Significance
Collaboration	2	0.148028	< 0.05	Do not Reject Ho	No Significance

Table 8 showed that since the p-value was greater than the alpha value 0.05, fail to reject Ho or the null hypothesis. This means that there was no significant relationship between students' performance among the three competencies and to their perceived level of effectiveness on Cooperative Learning Method as to Group Activities. There was also no significant relationship on students' performance in promoting folk dancing and demonstrating dance sequence competencies and their perceived effectiveness of Cooperative Learning Method as to Group Activities and Collaboration. However, with 95% confidence, it was proven that there exist a significant relationship between students' performance in describing the origin competency and the students' perception on the effectiveness of Cooperative Learning Method as to collaboration

Conclusion:

The analysis of students' performance in Tinikling, encompassing competencies like describing the origin, demonstrating the dance sequence, and promoting folk dancing as a family physical activity, revealed the efficacy of the Cooperative Learning Method (CLM). This pedagogical approach significantly contributed to students' comprehension and proficiency in Tinikling, thereby fostering the preservation and appreciation of Philippine culture.

Students exhibited commendable competency in describing the origin of Tinikling, predominantly falling within the "Competent" range. This indicates that CLM activities effectively facilitated their understanding of Tinikling's historical and cultural context, echoing previous research highlighting the benefits of cooperative learning in knowledge acquisition and socialization (Gilles, 2016).

Similarly, students demonstrated competence in executing the dance sequence, largely categorized as "Competent." CLM activities like Back to Basic and Tinikling Moves provided collaborative learning opportunities, fostering positive relationships and equal participation among students (Barrett, 2005).

However, students' performance in promoting folk dancing for family engagement showed a lower level of proficiency, mainly categorized as "Practitioner." This suggests that while CLM was effective in certain aspects, promoting folk dancing beyond the classroom may require additional support, aligning with Dyson's observations (2002).

Students' perceptions of CLM further emphasized its effectiveness, particularly in group activities and collaboration. They perceived CLM as highly effective, attributing benefits such as increased motivation and improved communication skills to collaborative learning methods, consistent with previous research findings (Taqi & Al-Nouh, 2014; Shah, 2010).

While there was no significant relationship between students' performance in Tinikling and their perceptions of CLM in group activities and promoting folk dancing, a significant relationship was observed between describing the origin competency and students' perception of collaboration effectiveness. This underscores the importance of collaborative learning experiences in facilitating deeper understanding and engagement.

The study sheds light on the effectiveness of CLM in enhancing students' performance and perceptions in Tinikling. While students demonstrated competency in dance sequences and understanding Tinikling's origin, promoting folk dancing for family engagement may require further attention. Nonetheless, the overwhelmingly positive perception of CLM underscores its potential as a pedagogical approach for fostering collaboration, engagement, and meaningful learning experiences in physical education.

Students' competent performance in Tinikling using CLM and their positive perception of this method highlight its effectiveness in Physical Education. While further research may be needed to address specific challenges, the significant relationship observed between describing the origin competency and collaboration perception supports CLM's role in improving students' performance. This affirms the claim that CLM can aid students in mastering skills in Physical Education, supported by theories like Social Learning by Lev Vygotsky and insights from Dr. Robert Slavin.



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