

Perceived Effectiveness of Online Learning in the Teaching of Folk Dance

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Abstract

The study aimed to determine the effectiveness of online learning in the teaching of folk dance to Holy Name University Bachelor of Physical Education students. The respondents of the study were the 3rd year and 4th year BPED students of Holy Name University. The study utilized the descriptive correlational design, which allows us to reveal the relationship between students learning conditions and the effectiveness of online learning.

The research instrument used was a survey questionnaire to determine the perceptions of students on the provision of the learning conditions and the effectiveness of online learning. The study found that there was a significant relationship between students' learning conditions and students' perceptions of effectiveness in online learning.

Furthermore, the findings of the study stated that the instructional events or learning conditions such as providing guidance, stimulating recall, providing feedback, and assessing performance are provided by the teachers. In addition, online learning instruction is perceived as effective in teaching folk dance, however, in some aspects, like mastering different folk-dance steps and communicating with their classmates, was perceived as not effective. This study can conclude that if the learning conditions are well provided, the students tend to perceive the instruction as effective. Thus, students' learning conditions can affect the effectiveness of online learning.

Keywords: Online learning; Effectiveness; Folk Dance

1. Introduction

Due to COVID-19, the schools are on the verge of closing. To prevent such, the schools underwent transformation, with the rise of e-learning, in which instruction is applied remotely and via digital platforms (Li & Lalani, 2020). In Physical Education classes, folk dance is being taught online. Using follow-along YouTube playlists, video tutorials, and live stream lessons to turn your home into your dancing studio and study the foundations and history of traditional dances throughout the world can be utilized in learning folk dance during lockdown (Beard, 2020).

The researchers observed that BPED students enrolled in online learning and studied folk dance had concerns about their learning process because it was new to them, particularly in acquiring folk dance skills without the physical interaction of students and teachers. Physical interaction is needed to encourage active

learning and learning outcomes that focus primarily on motor skills. It requires the guidance of the instructors in the process of learning to assess if the steps are executed correctly, proper body alignment, etc.

The study aimed to determine the provisions of the learning conditions and the effectiveness of online learning. The result of the study can be used as a benchmark for proposing measures to improve the instructional program of physical education, particularly the teaching of Folk dance through online modality.

2. Literature Review

The study focuses only on Gagne's 4 events of instruction namely stimulating recall, providing guidance, providing feedback, and assessing performance. The stimulating recall is doing a quick summary of a review of the last lesson to assist students in comprehending a new lesson by connecting it to something they already know or have experienced. Providing guidance is guiding students to successfully finish the activity and achieved the desired outcomes. Providing feedback is providing timely feedback on students' performance to assess and facilitate learning and to allow students to identify gaps in understanding the concept. Assessing performance is testing whether the expected learning outcomes have been achieved on previously stated course objectives. Keep in mind one performance cannot provide enough data to measure overall knowledge and abilities. Still, it will give enough insights to measure how well they learned and stored the information provided during a particular lesson.

Stufflebeam Context Input Process Product (CIPP) model was created in the 1960s and is considered a decision-oriented model that systematically collects information about a program to identify strengths and limitations in content or delivery, to improve program effectiveness, or plan for the future of a program. Users of this model are often focused on management-oriented evaluation, as this framework combines four stages of evaluation is a systems approach with four core concepts. This model is a strategic and precise evaluation form to improve the quality of education programs (Darma, 2019). The CIPP model has a complete stage and comprehensive so it can evaluate the performance of each program dimension by using specific criteria to improve the quality of the program used.

According to CHED Memorandum Order (CMO) no. 4, series of 2020 "Guidelines on the Implementation of Flexible Learning," HEIS must provide mechanism to inform and orient learners on the learning system to be implemented. It can be in the form of course packages for students and is accessible through both offline and online modes. Course packages may include course syllabi, study guide, learning activities, the available repository of learning resources, schedule of lessons/ consultations, assessments, monitoring of student's engagement, schedule, and mechanics of submission of requirements, grading system, feedback portals, student support systems, etc., to assist students in managing their study time and maximizing their learning.

To authorize the order, Republic Act (R.A.) 10650, or the "Open Distance Learning Act," endorsed by Aquino, looks to grow and additionally democratize admittance to quality tertiary training through the advancement and utilization of open learning as a way of thinking of admittance to instructive services. The new law likewise means to execute distance schooling as a proper, productive, and compelling arrangement of conveying quality higher and specialized instructive administrations in the country. RA 10650 assigns the Commission on Higher Education (CHED) to fill in as the controller of HEIS engaged with open learning and distance education. In addition, RA 10650 empowers media and broadcast communications organizations to advance open learning and distance instruction programs.

3. Objectives of the Study

This study aims to determine the perceived effectiveness of online learning in the teaching of folk dance to the Bachelor of Physical Education students in Holy Name University in the School Year 2020-2021.

Specifically, this study will seek to answer the following questions:

1. What learning conditions are provided to the students in online learning?
 - 1.1 stimulating recall of prior learning
 - 1.2 providing learning guidance
 - 1.3 providing feedback
 - 1.4 assessing performance
2. What are the students' perceptions on the effectiveness of online learning in acquiring folk dance skills?
 - 2.1 communication
 - 2.2 time to practice
 - 2.3 mastery
3. Is there a significant relationship between students' learning conditions and students' perceptions?

4. Hypothesis

The study hypothesizes that there is no significant relationship between students' learning conditions and students' perceptions in acquiring folk dance skills.

5. Methodology

The study adopted the Descriptive Correlation research design. It was conducted at the Holy Name University, Tagbilaran City. The school offers a Bachelor of Physical Education program. The study was achieved with the help of the 3rd year and 4th year BPED students. These students had taken and finished a Philippine traditional class as their specialization course, which allowed them to evaluate the effectiveness of online learning in the teaching of folk dance.

The researchers made use of a set of researcher-made questionnaire with various items which consists of descriptive statements to be rated by P.E. students through a checklist form. Moreover, it was also pilot tested.

The data was gathered through submitting a letter for approval to conduct the study to the Dean of the College of Education, then afterwards asked permission to the Program Head of the College of Education of Holy Name University to conduct the study. The researchers presented themselves to the respondents and explained the purpose of the study and distributed the informed consent. The students who volunteered to participate were given a google form link. The ethical considerations of this study are in line with the institution's ethical review board.

The data were analyzed and interpreted using statistical measurement. To determine student's learning conditions and students' perceptions the computation of weighted mean was applied. Moreover, to determine the significant relationship between students' learning conditions and students' perceptions the Pearson-r was used.

6. Results and Discussion

Table 1. Provisions of Students' Learning Conditions in Online Learning

LEARNING CONDITIONS	WM	QD
Stimulate Recall		
1. Students are prompt to respond to inquiries on prior knowledge relating to	3.03	Provided

the subject.			
2. The teacher asked students to explain what they remembered from the previous lesson.	2.95	Provided	
3. Ask about students' understanding of the previous topic.	3.03	Provided	
Overall	3.00	Provided	
Provide Guidance			
4. The teacher presents a video demonstration of the folk-dance steps.	3.28	Very Well Provided	
5. Students are provided with a rubric of the performance task to know what is expected of them to be successful with the task.	3.60	Very Well Provided	
6. Students are given relevant facts and clear guidance in the dance analysis of the Folk dance.	3.30	Very Well Provided	
Overall	3.39	Very Well Provided	
Provide Feedback			
7. The teacher provides confirmatory feedback after the performance task like "Very good and Well done"	3.03	Provided	
(Inform the student that they did what they were supposed to do and does not tell what the students need to improve)			
8. The teacher provides evaluative feedback after the performance task (notifying the student of their rating of the presented task without elaborating on how they might be better).	3.03	Provided	
9. Providing Descriptive feedback after the performance task (provides the student with suggestions, directives, and information to help them improve their performance)	3.18	Provided	
Overall	3.08	Provided	
Assessing Performance			
10. Quarterly Assessment	3.23	Very Well Provided	
11. Performance Task	3.38	Provided	
12. Summative Assessment	3.15	Provided	
Overall	3.25	Provided	
Learning Conditions Profile		3.18	Provided
Legend: Interval Qualitative Description 3.26 - 4.00 Very Well Provided 2.51 - 3.25 Provided 1.76 - 2.50 Sometimes Provided 1.00 - 1.75 Not Provided at all			

As shown in Table 1, students' learning condition is divided into four categories: stimulating recall, providing guidance, providing feedback, and assessing performance. In stimulating recall, respondents feel that the teacher made students respond to inquiries on prior knowledge relating to the subject, check the understanding of students of the previous topic, and ask students to explain what they remembered from the previous lesson. The overall mean rating is 3.00 or Provided. This means that the teacher incorporated a lesson opening or activity that lets students remember essential topics of the previous lesson. Lesson opening in physical education classes usually focuses on reviewing the skills discussed and performed in the previous

meeting. The students will perform on their own while the teacher observed and if there is a wrong execution, corrective feedback will be given.

The respondents responded that a video demonstration of folk-dance steps, a performance task rubric to know what is expected of them to succeed with the task, and relevant facts and clear guidance in the dance analysis of the folk dance are well provided by the teachers in terms of providing guidance, according to the table. The average rating is 3.39, which is a strong positive indicator. Students believe that the teacher guides them through the lectures or activities that will assist them in completing their tasks. In physical education, the teacher demonstrates folk dancing skills and then asks the students for a return demonstration. The teacher will correct them if their movements need to be improved.

Respondents also agree that after the performance task, the teacher provided confirmatory, evaluative, and descriptive feedback to the students. The mean rating is 3.08 or Provided. This means that the students have a positive perception of the teacher's feedback, which helps them understand what needs to be improved if there is, and pushes them to do their best in the following activity. However, feedback for the student's progress is provided quite late after a performance task that focuses on both the student's achievement and the skills that need to be improved.

According to the respondents quarterly and summative assessments are provided by the teachers while performing tasks to determine whether the students met the lesson's learning objectives as well provided by the teacher. With a mean grade of 3.25 or Provided, the students feel that these assessments were applied by the teacher which helps them recognize what they've learned and not learned in folk dancing skills.

The data shows that the overall student's learning condition profile rating is 3.18 or Provided, which means that the teacher incorporates or provides stimulating recall, provides guidance, provides feedback, and assesses performance in the teacher's lesson plan that aid students to boost their abilities to attend to learning, and their engagement in learning activities.

The study was supported by the study of Ullah et al. (2015) which include stimulating recall, providing guidance, providing feedback, and assessing performance. These do not only improve teaching effectiveness but also improve the learner approval rate, implying that knowledge is better understood and retained. In addition, the study of Wessels et al. (2007), also showed the value of interactive lectures in effective teaching and learning. Teaching is made even more engaging and useful by combining modern audio-visual technologies with Gagné's instructional events.

Table 2. Student's Perceptions on the Effectiveness of Online Learning

ONLINE LEARNING		WM	QD
Communication			
1. Communicating with my teacher is always possible.	2.75	Agree	
2. Feedbacking is effective in online learning.	2.75	Agree	
3. Communicating with my classmates during group activities is easy.	2.50	Disagree	
Overall	2.66	Agree	
Time to Practice			
4. Online learning gives me more time to practice folk dance.	2.80	Agree	
5. I can manage my time to practice at home while doing household chores.	2.78	Agree	
6. Online learning gives us the freedom to choose when to practice the dance instruction before the deadline.	2.73	Agree	
Overall	2.77	Agree	

Provide Feedback		
7. Online learning is effective in mastering different folk-dance steps.	2.43	Disagree
8. Activities about folk dance done online are effective in measuring my knowledge.	2.60	Agree
9. I can learn well folk-dance steps in online learning.	2.65	Agree
10. I can easily accomplish and upload activities online.	2.73	Agree
Overall	2.60	Agree
Overall Student's Perception		
	2.67	Agree

Legend:	Qualitative Description
Interval	
3.26 - 4.00	Strongly Agree
2.51 - 3.25	Agree
1.76 - 2.50	Disagree
1.00 - 1.75	Strongly Disagree

The effectiveness of online learning is divided into three categories: communication, time to practice, and mastery. In communication, respondents perceived that online learning is effective in communicating with the teacher and giving feedback. However, they perceived communicating with their classmates as quick and easy as not effective in online learning. The overall mean rating is 2.66 or agree. This means that students perceived online learning as effective in communicating with their teachers. The students don't have a problem communicating their concerns to their teacher and feedback was given.

In time to practice, the students perceived that online learning is effective in giving time to practice, time management of the practice, and freedom to choose when to practice. The overall mean rating is 2.77 or agree, this means that students have enough time to practice the different dance steps whenever there is an activity. Students are dependent on practicing the dance steps and choose when is their convenient time to practice.

Students perceived that online learning is effective in measuring their knowledge and accomplishing and uploading activities. However, students perceived mastering different folk-dance steps in online learning as not effective in the teaching of folk dance. Students are unable to see the actual proper execution of steps. The mean rating is 2.60 or agree. This means that in online teaching, students have encountered difficulties in mastering folk dance which is taught online. Since students are unable to see the actual proper execution of the steps where there are teachers who can correct them right away if their execution is wrong, students can't identify if their execution is correct because, in online teaching, feedback is not given right away after the performance.

The overall students' perception of the effectiveness of online learning is 2.67 or Agree. This means that students perceived online learning as effective, but sometimes not effective in some aspects. The students sometimes encounter difficulties in online learning since students' environment at home is different in school. Students have other responsibilities like household chores at home, and their attention will be diverted instead of doing school work.

The findings of this study are supported by Francisco et al. (2020), who found that teachers could still discuss with their learners by sending discussion videos. Additionally, it maximizes time, allowing them to complete more tasks while still allowing learners to attend to other important matters. Also, it tests both the instructor and the students' creativity in terms of how useful the web-based is. The study's findings are consistent with Mobo's (2019), who believe that e-learning education allows students to be flexible, studying while doing other chores or even working. The findings are related to Rao's (2011) study, which found that technology helps improve the effectiveness of e-learning, such as the virtual classroom, which employs simulations, audio and video, group messaging, and other instant chat communication tools.

Table 3. Relationship Between Students' Learning Conditions and Their Perceptions on Effectiveness of Online Learning

Variables	Mean	Std. Deviation	R-value	Interpretation	P-value (Sig)	Decision
Effectiveness	26.7000	5.58478	0.497	Moderate Positive Correlation	0.001	Reject Ho
Learning Conditions	38.1000	6.65563				

Table 3 exhibits the relationship between the students' learning conditions and their perceptions on the effectiveness of online learning. The computed P- value is 0.001 while the R-value is 0.497 greater than the P-value, this implies that the null hypothesis is rejected which means there is a significant relationship between the students' learning condition and students' perceptions of effectiveness. This means that if the learning conditions were provided, perceptions of the effectiveness of online learning are also high.

Muthuprasad et al. (2021) supported the findings of this study, stating that online learning was found to be advantageous because it gave flexibility and convenience to the learners. They also mentioned the importance of interactive sessions at the end of each lesson with quizzes and assignments to maximize the learning experience. However, because of internet connection and delayed feedback, most students believed that online lessons could be more challenging. To make an online course more useful and productive for the learner, lessons must be interactive and engaging which encourages students to attend online classes.

7. Conclusion

As shown in the findings, the researchers concluded that if the learning conditions are well provided the students tend to perceive the instruction as effective. The teachers have a central role in shaping the learning conditions for students in tertiary education. Their efforts in providing guidance, feedback, and assessment are essential for student development. Thus, students' learning conditions can affect the effectiveness of online learning. Furthermore, enhancing online learning strategies to better suit skill-based courses is imperative.

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