Physical Education at Home: Webpage Experiential Learning Approach as An Innovation in Teaching Physical Education on the Online-Merge - Offline Learning Delivery

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Abstract: *The aim of the current study is to examine the effectiveness of the webpage experiential learning approach as an innovation in Teaching Physical Education on the Online-Merge -Offline Learning Delivery. Pretest-Posttest control group design was utilized to examine and determine the effectiveness of the webpage as a learning material. The respondents of this study were randomly selected which compromised to five (5) master teachers in physical education and (5) physical education subject teachers and fifty (50) Grade 11 Senior High School students enrolled in the academic year 2021-2022 at Paradise Farms National High School. The researchers used the survey questionnaire which was researcher-made instrument with 4-point Likert scale survey. Data were analyzed using inferential statistics. The findings shows that the webpage learning material as assessed by the master teachers and subject teachers of physical education has receive a passing rate on each factor that must be consider when developing learning resources and recommend the approval of this material for possible use in the public schools. On the other end, the assessment of two groups of respondents on the level of acceptability of the developed Webpage experiential learning Approach as learning instructional tools and the pretest and posttest means scores of the respondents have no significant difference with each other as shown by the calculated t-value and critical t-value that were performed by the researchers.*

Keywords: Learning Resources, Physical Education, Webpage Experiential Learning Approach

INTRODUCTION

As COVID-19 spreads around the world, the pandemic, which began in December 2019, has a significant impact on a variety of institutional programs. It turned into a global health disaster that touched everyone, regardless of age, gender, or socioeconomic class. The world came to a halt, and the economy crumbled as all companies shut down. To stop the virus from spreading, most countries shuttered their schools, colleges, and institutions. The crisis was a problem not just for the health and education sectors, but also for the economy as a whole. As classes were still in session when the government ordered the shutdown of all educational institutions, the interruptions were unexpected. Since the pandemic spread, educational institutions began to provide remote learning as an option. The urgent action and plan seek to prevent the school from closing while continuing to provide high-quality education.

Kasrekar (2020) sees one of the main issues as the conduct of lessons notwithstanding the closure order. This is because face-to-face sessions have a higher danger of spreading. Online teaching and learning are the most practical option. Since it introduces them to something new, this platform is a challenge for both teachers and students. In the middle of the pandemic, this necessitates a 'adopt rapidly' reaction to the new normal in teaching and learning (Tanhueco-Tumapon, 2020). Academic institutions must design and develop innovative teaching methods, despite the

fact that the transition to online learning happened far too quickly.

In the Philippines, the rapid move to online learning sparked a heated discussion, noting the learners' terrible living conditions. According to Magsambol (2020), there is a substantial separation between those who can afford the resources needed to access the new education platform and those who cannot. The general state of students in the public school system sends a message of inequity, despite the DepEd's mantra of "no child left behind." Learning, on the other hand, cannot be sacrificed in the name of economic development. As a result, educational institutions have had to take more drastic measures to ensure that they can continue to operate in the face of the looming threat. The Department of Education (DepEd) created the Basic Education Learning Continuity Plan (BE-LCP) to ensure that learning opportunities are provided to our students in a safe manner, using a variety of delivery methods. In accordance with its purpose, the Department, through its Regional and Schools Division Offices, develops, produces, and distributes learning resources that are urgent and necessary.

When designing the BE-LCP, the Department looked at basic education data as well as the epidemiological picture for the coming school year in order to make informed decisions. As a result, the Department of Education has set August 24, 2020, as the start date for SY 2020-2021, giving teachers plenty of time to prepare for the upcoming challenging school year. Multiple learning delivery modalities, such as distance and blended learning, in addition

to or instead of face-to-face learning, as well as streamlining the K–12 Curriculum into the Most Essential Learning Competencies (MELCs), are key components of the learning strategies that will operationalize the BE-LCP.

Meanwhile, the Commission on Higher Education was given academic independence in higher education institutions (HEIs) and should apply available distance learning, e-learning, and other alternative modes of delivery to students. Higher Education Institutions (HEIs) were also recommended to continue using flexible learning and other alternative forms of delivery in place of on-campus study. (CHED, 2020).

Teaching Physical Education on the Web-Merge-Offline Learning, on the other hand, was the one thing that needed to be remembered. The Physical Education curriculum should continue to meet its objectives of instilling knowledge in students so that they can make informed health decisions and guide them in finding ways to stay physically active.

According to Dr. David Puen, the director of the LS PE Program. Instructors should employ creativity and resourcefulness to investigate alternative methodologies and approaches to teach the students the desired skills and competencies in giving PE sessions that could be done at home. Furthermore, the approach necessitated an openness to new ways of teaching and learning PE. To be easily taught and understood, the teachers had to rethink how they delivered the lectures in terms of physical presence and interaction.

This study was anchored in Kolb's Experiential Learning Theory, which suggests that learners will be able to connect ideas and knowledge taught in the classroom to real-world issues as a result of hands-on experiences and reflection. ELT presents a multilinear model of adult development and a holistic model of learning, both of which are consistent with our understanding of how people learn, grow, and develop. The theory is known as "Experiential Learning" because it stresses the relevance of experience in the learning process, which sets it apart from other theories. As a result, the word "experiential" is used to differentiate ELT from cognitive learning theories that emphasize cognition over emotion, as well as behavioral learning theories that ignore the role of subjective experience in the

METHODS

This study examines the effectiveness of the Webpage experiential learning Approach as an innovation in Teaching Physical Education on the Online-Merge -Offline Learning Delivery in a pretest-posttest true-control group design. The study determines how these developed learning instructional tools help the students improve their learning in Physical Education during this pandemic. More specifically, this study investigated what is a significant difference between an assessment of the two groups of respondents on the level of acceptability of the developed Webpage experiential learning Approach as learning instructional tools on the Online-Merge - Offline Learning Delivery. This research is conducted on five (5) master teachers in physical education and (5) physical education subject teachers and fifty

learning process. Hence, this study sought to identify the effectiveness of the Web Page Experiential Approach as an innovation in teaching physical education through the Online-Merge-Offline Learning Delivery.

ACTION RESEARCH QUESTIONS

This study aims to determine the effectiveness of the Webpage experiential learning Approach as an innovation in Teaching Physical Education on the Online-Merge - Offline Learning Delivery.

Specifically, it sought answers to the following specific questions:

1. What are the topics in Grade 11 Physical Education and Health that can be the basis for the development of webpage experiential learning Approach as learning instructional tools?
2. What is the level of acceptability of the Webpage experiential learning Approach as learning instructional tools as assessed by master teachers and subject teachers based on the LRMDS evaluation tools in non -printed materials in terms of:
   - 2.1. Content,
   - 2.2. Format,
   - 2.3. Presentation and Organization, and
   - 2.4. Accuracy and Up-to-datedness?
3. Is there a significant difference in the assessment of the two groups of respondents on the level of acceptability of the developed Webpage experiential learning Approach as learning instructional tools on the Online-Merge - Offline Learning Delivery?
4. How effective is the developed Webpage experiential learning Approach as learning Activity Sheet as learning instructional tools in Teaching Physical Education and Health as revealed by their pretest and posttest mean scores?
5. Is there a significant difference between the pretest and posttest mean scores?
6. What lesson exemplar in Physical Education and health may be developed based on the findings of the study?

(50) Grade 11 Senior High School students enrolled in the academic year 2021-2022 at Paradise Farms National High School.

This research makes use of pre-test-post-test control group design to work out the effectiveness of the webpage experiential learning approach as an innovation in teaching physical education on the online-merge - offline learning delivery. Both groups are measured before and after the experimental group is exposed to a treatment. Gain scores were used to determine the dependent variable, which is the difference in scores between the treatment group's pretest and post-test scores. Since the superfluous factors may be controlled by these structures, they have the ability to give total control. The treatment group is made up of participants that were chosen at random from the selected group.

In this study, the students will be used as part of the treatment group that takes webpage experiential approach as an intervention for the learners who encountered difficulties in being physically active during the COVID-19 pandemic and as a guide for giving additional knowledge for their P.E. lesson in the school of Paradise Farms National High School in City of San Jose Del Monte, Bulacan.

The pre-test will be given on the first day of implementation; this will be given by the researchers. The

RESULTS AND DISCUSSIONS

The data acquired in this study was rigorously evaluated and interpreted to ensure transparency and corrections.

TABLE 1: WEBPAGE EXPERIENTIAL LEARNING APPROACH AS LEARNING INSTRUCTIONAL TOOLS AS ASSESSED BY MASTER TEACHERS AND SUBJECT TEACHERS BASED ON THE LRMDS EVALUATION TOOLS IN NON -PRINTED MATERIALS

Factors	Master Teachers	Weighted Mean	Decision	Subject Teachers	Weighted Mean	Decision
Content	119	23.8	Passed	123	24.6	Passed
Format	310	62	Passed	297	59.4	Passed
Presentation and Organization	86	17.2	Passed	87	17.4	Passed
Accuracy and Up-to-dateness	120	24	Passed	120	24	Passed

Note:

- **Content: Resource must score at least 21 points out of a maximum of 28 points to pass this criterion.**
- **Format: Resource must score at least 54 points out of a maximum of 72 points to pass this criterion.**
- **Presentation and Organization: Resource must score at least 15 points out of a maximum of 20 points to pass this criterion.**
- **Accuracy and Up-to-dateness: Resource must score 24 out of a maximum of 24 points to pass this criterion.**

In table 1, shows the level of acceptability of the webpage experiential learning approach as learning

researchers will explore the webpage immediately and make a brief discussion about the webpage experiential approach in the treatment group after the administration of the pre-test to members of the treatment group where the teacher ignited the critical and creative thinking skills of the learners.

Additionally, the researchers tested the hypothesis to determine the significant difference between the scores of the pretest and posttest of the members of the experimental group in the achievement test.

instructional tools as assessed by master teachers and subject teachers based on the LRMDS evaluation tools in non -printed materials. According to the evaluation rating sheet, each factor has its own passing mark and must reach its minimum rate in order to recommend the approval of the material for possible use in public schools.

This data reveals that Masters teachers and Subject teachers of Physical Education in Paradise Farms National High School, all gave a passing rate on each factor that must be considered when developing learning resources and recommend the approval of this material for possible use in public schools as learning resources.

TABLE 2: ASSESSMENT OF THE TWO GROUPS OF RESPONDENTS ON THE LEVEL OF ACCEPTABILITY OF THE DEVELOPED WEBPAGE EXPERIENTIAL LEARNING APPROACH AS LEARNING INSTRUCTIONAL TOOLS ON THE ONLINE-MERGE - OFFLINE LEARNING DELIVERY

Factors	Calculated T-value	Critical T-value	Probability Level	Decision
Content	0.7305	2.306	P> 0.05	Ho is accepted
Format	0.0951	2.306	P> 0.05	Ho is accepted
Presentation and Organization	0.1757	2.306	P> 0.05	Ho is accepted
Accuracy and Up-to-dateness	0.0	2.306	P> 0.05	Ho is accepted

In table 2, shows the assessment of the two groups of respondents on the level of acceptability of the developed Webpage experiential learning Approach as learning instructional tools on the Online-Merge - Offline Learning Delivery. According to the data above, the calculated t-value of the given factors as included on the LRMDS evaluation rating sheet are **0.7303**, **0.0951**, **0.1757**, and **0.0**. Otherwise, the critical t-value of the given factors as included on the LRMDS evaluation rating sheet have the same value of **2.306**. From this data, the researchers successfully accepted the null hypothesis and it reveals that there is no significant difference

in the assessment of the two groups of respondents on the level of acceptability of the developed Webpage experiential learning Approach as learning instructional tools because the given critical t-value is higher than the calculated t-value

TABLE 3. SCALING AND VERBAL INTERPRETATION FOR THE EFFECTIVENESS OF WEBPAGE EXPERIENTIAL LEARNING APPROACH AS AN INNOVATION IN TEACHING PHYSICAL EDUCATION ON THE ONLINE-MERGE - OFFLINE LEARNING DELIVERY

SCALE	VERBAL INTERPRETATION
3.50-4.00	Strongly Agree
2.50-3.49	Agree
1.50-2.49	Disagree
1.00-1.49	Strongly Disagree

A Likert scale is a psychometric scale commonly involved in research that employs questionnaires. It is the most widely used approach to scaling responses in survey research, such that the term is often used interchangeably with rating scales, although there are other types of rating scales.

TABLE 4: RESULT OF PRE-TEST WEIG HTED MEAN THE EFFECTIVENESS OF WEBPAGE EXPERIENTIAL LEARNING APPROACH AS AN INNOVATION IN TEACHING PHYSICAL EDUCATION ON THE ONLINE-MERGE - OFFLINE LEARNING DELIVERY

Questions	Weighted Mean	Verbal Interpretation
1	3.58	Strongly Agree
2	3.58	Strongly Agree
3	3.48	Agree
4	3.41	Agree
5	3.33	Agree
6	1.93	Disagree
7	1.58	Disagree
8	3.46	Agree
9	3.47	Agree
10	3.57	Strongly Agree
11	3.58	Strongly Agree

TABLE 5: RESULT OF POST-TEST WEIGHTED MEAN THE EFFECTIVENESS OF WEBPAGE EXPERIENTIAL LEARNING APPROACH AS AN INNOVATION IN TEACHING PHYSICAL EDUCATION ON THE ONLINE-MERGE - OFFLINE LEARNING DELIVERY

Questions	Weighted Mean	Verbal Interpretation
1	3.66	Strongly Agree
2	3.58	Strongly Agree
3	3.5	Strongly Agree
4	3.41	Agree
5	3.1	Agree
6	1.93	Disagree
7	1.86	Disagree
8	3.5	Strongly Agree
9	3.45	Agree
10	3.66	Strongly Agree
11	3.5	Strongly Agree

The 60 questionnaires that have been distributed to the respondents are all successfully answered. The result of this will stand as the basis for the computing of the result. Data gathered through the questionnaire was subjected to frequency counts. In other words, the subjects' responses for each individual question were added together to find the highest frequency of occurrence (i.e., the number of times that a particular response occurs). These responses to the questions, which are quantified, are then presented in percentage forms. This analysis is presented in tabular form.

The two (2) table shown above is the pretest and posttest result of the survey questionnaire, wherein, pretest result shows the perception of the students and teachers in

using web page in terms of information, content, reliability, easy to access, and if there is a cost to pay for their teaching and learning. According to the pretest result, their perception was the webpage is very effective. On other hand, posttest is the result of respondents' perception about the webpage done by the researcher that has a title "Sophophile Academy" and according to the result, it is also reliable, easy to access, no cost, and informative as what they see in the other web page. It shows that the developed web page experiential learning approach as a learning activity sheet and as a learning instructional tool in teaching Physical Education and Health is effective.

TABLE 6: THE RESULT OF THE PRE-TEST AND POST-TEST MEAN SCORES OF RESPONDENTS USING UNPAIRED T-TEST REGARDING THE EFFECTIVENESS OF WEBPAGE EXPERIENTIAL LEARNING APPROACH AS AN INNOVATION IN TEACHING PHYSICAL EDUCATION ON THE ONLINE-MERGE - OFFLINE LEARNING DELIVERY

	PRE-TEST	POST-TEST
MEAN	3.1791	3.1955
SD	0.7129	0.6605
SEM	0.215	0.1991
95% CI of Mean	(2.7) - (3.66)	(2.75) - (3.64)
N	11	11
P value=0.956 **Calculated T value= -0.0558** **Critical T value-= 2.086**		

In table 4, it shows the result of the pre-test and post-test mean scores of respondents using an unpaired t-test regarding the effectiveness of the webpage experiential learning approach as an innovation in teaching physical education on the online-merge - offline learning delivery**.** According to the table above, the P-value is equal to **0.956**, the Calculated T-value is equal to **-0.0558** and the Critical Value is equal to **2.086**. From this data, it reveals that there is no significant difference among the pre-test and post-test means scores of the respondents as reflected with the calculated t-value of **-0.0558** against the critical value of **2.086**. It means the critical t-value is higher than the calculated t-value so that the researchers successfully accepted the null hypothesis that there is no significant difference among the pre-test and post-test means scores of the respondents.

CONCLUSIONS

Based on the findings, the following were drawn:

1. There is no significant difference in the assessment of the two groups of respondents on the level of acceptability of the developed Webpage experiential learning Approach as learning instructional tools.

2. There is no significant difference between the pretest and posttest mean scores.

3. The developed webpage as a learning tool is effective based on the pre-test and post-test results of the two groups of respondents. Based on their answers, the developed webpage as a learning tool is reliable, easy to use, creative, and very informative.

4. According to the results of the LRMDS evaluation sheet for non-printed materials, the master teachers and subject teachers at Paradise Farms National High School gave a passing rate on each factor that must be considered when developing learning resources and recommend the approval of this material for possible use in public schools as learning resources.

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