

# Task Based Learning Approach As An Innovation To Improve Learners' Sport Skill And Engagement

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**Abstract:** *The goal of this study was to see how a Task-based learning strategy with the steps of Pre-task, Task preparation, During task, and Post-task could help learners improve their sports skills and engagement. Twenty students from Bagong Buhay F Integrated School were chosen for this study. To determine the level of learners' sport skills, the said approach and survey were used. The goal of this action research is to see how successful Task-based learning is for students learning physical education, specifically sports abilities. The study uncovered a number of examples of how innovation might aid learners in improving their abilities. With twenty (20) purposely selected learners assessed in an online learning mode under the supervision of the researchers and grade VII teachers, various test and data collection methodologies indicated favorable data on the performance of the aforementioned teaching strategy's implementation. In terms of their degree of athletic skill and involvement, the figures offered by this study in terms of the success it displayed over the learners' development were significant. Furthermore, the outcomes of this study will benefit physical education teachers by providing statistics on resources that may be used to improve students' sports skills and engagement.*

**Keywords** – Physical Education; Sports skill and engagement, Task-based Learning Approach

## INTRODUCTION

Physical Education is one of the most important subject matter in the Philippine education Curriculum, in fact, it is stated in Article XIV Section 19 of the 1987 Republic of the Philippine Constitution, that “the State shall promote physical education and encourage sports programs, league competitions, and amateur sports, including training for international competitions, to foster self-discipline, teamwork, and excellence for the development of a healthy and alert citizenry. All educational institutions shall undertake regular sports activities throughout the country in cooperation with athletic clubs and other sectors. This subject matter aims to promote a holistic development – physically, mentally, socially and spiritually - in every student.

On the other hand, in today's situation, educational sectors, specifically Physical Education teachers and instructors are facing a big problem in delivering quality education due to the Covid-19 Pandemic. As educational sectors confront this issue, the Department of Education implemented the “new normal” learning modalities under DepEd Order No. 012, s. 2020. The learning delivery modalities – *Face-to Face, Distance learning, Blended Learning and Homeschooling* - that schools can adopt may be one or a combination of the following, depending on the local health conditions, the availability of resources, and the particular context of the learners in the school or locality (Pimentel-Tibon, 2020).

Despite implementing each learning modality, still Physical Education teachers are facing some difficulty to deliver lessons particularly in sports skill and engagement. Furthermore, Daum and Buschner (2021), teachers expressed support, hesitation, and even opposition toward online physical education because students in online class set-up were not as physically active as thought, and that effective gymnasium management. It will be difficult for instructors to explain and demonstrate how to implement and adapt PE instructional models and strategies, as well as to provide teacher candidates with opportunities to explore and practice teaching physical activities in the required space with planned equipment for targeted curricular expectations/objectives in online settings (Lu, 2020). More so, Namili (2020), Students stated that physical education lessons were not suitable for distance education, they found the physical education lesson teacher effective, and that physical education lessons in distance education had no effect on other lessons. Almost all of the students stated that physical education lessons in distance education are disadvantageous. The reason for this was that they could not be active, the course was not suitable for distance education, it was inefficient, there was no participation, and the conditions were not suitable.

This study aims to provide effective and innovative teaching strategies to improve learners' sport skill and engagement through a task-based learning approach in different learning modalities. In order to teach learners effectively about the sports skills in different learning modalities, create and develop teaching strategies that do not require too much resources and help students cope up with the lesson that caters to the different multiple intelligences. In support of Section 1, Article XIV of the 1987 Constitution for the state to protect and promote the right of all citizens to quality education at all levels, and to take appropriate steps to make such education accessible to all (Pimentel-Tibon, 2020). No student will be left behind despite the issue of COVID-19 Pandemic.

### **ACTION RESEARCH QUESTIONS**

The study aimed to assess the effectiveness of the Task-Based Learning approach as an innovation to improve learners' sport skill and engagement among Grade 7 Junior High School students of Bagong Buhay F (BBF) Integrated School during the school year 2021-2022.

Specifically, this research sought to answer the following questions:

1. What is the learners' level of completion of task in learning the sport skills in terms of
  - 1.1 perceptual
  - 1.2 cognitive,
  - 1.3 communicative, and

#### 1.4 procedural skills

2. What is the learner's achievement based on the pre-test and post-test results using the Task-Based Learning approach in teaching sport?
3. Is there a significant difference between the achievement of the learners based on the pre-test and post-test results using the Task-Based Learning approach in teaching sport?
4. How does the learner's active engagement during the utilization of Task-Based Learning approach in teaching sport as described in the following:
  - 4.1 Cognitive Engagement
  - 4.2 Behavioral Engagement
  - 4.3 Emotional Engagement
  - 4.3 Social Engagement
5. Is there a significant relationship between the learners' level of completion of task in learning the sport skills and active engagement during the utilization of Task-Based Learning approach?
6. What are the challenges encountered in using a task-based learning approach among student- respondents as to:
  - 6.2 Instructional Challenges; and
  - 6.3 Technological Challenges
7. What learning plan may be prepared based on the findings of the study?

### **Methods**

This study manipulates the four (4) stages of task-based learning wherein pre-task, task preparation, during the task, and post-task as a method of research in task-based learning approach to utilize the pre-test and post-test and to assess the students of Colegio De San Gabriel Arcangel. The study determines how this task-based learning approach improves the students learning sport skill and engagement, through online learning modalities that will integrate the activity in household chores that do not require too many resources for being productive and creative in terms of activity as the connection of application in sports skill and engagement. More importantly, this study was designed to determine whether there is a significant difference between the pretest and posttest on the implementation of the task-based learning approach. This research is conducted on twenty (20) Grade VII students in Colegio De San Gabriel Arcangel from the schools of the City of San Jose Del Monte, Bulacan during the school year 2021- 2022.

### **Types of Research**

This study utilized pre-test and post-test to determine the learners' level of completion, the effectiveness of a task-

based learning approach, to improve the sport skill and the engagement of the students. Pre-test and post-test used to identify the advanced learning and the adapted learning of the students using different tasks.

The sport skill and engagement of the students in a new normal education was learned by conducting different tasks with multiple intelligences of the students and also, the scores in different tests which are pre-test and post-test are assessed. This kind of task-based approach is possible for the teachers and effective for the learners to execute sports skills and build strong engagement using instructional and technological ways.

This research study is for the grade seven students in Bagong Buhay F Integrated School who encountered and experienced the new normal education in the subject of Physical Education.

Pre-test was implemented by the researcher as the first step. After the implementation of the pre-test to all grade 7, researchers scheduled a class to give a task as an innovation for the student to execute the skills involved in sport by the teacher's learning task. In the clarification, researchers tested the hypothesis to determine the learners' level of completion using pre-test, post-test and task-based learning approaches in executing sport skills and engagement.

### Proposed Innovation, Intervention and Strategy

Amidst the COVID-19 Pandemic, the researcher aims to provide quality education for the students in the said new normal especially in the field of Physical education. There are problems that arise in teaching sports skills and engagement among students. With that, the researcher proposes an innovative strategy on how teachers will teach these skills in the new normal.

The researcher developed the Task-based learning strategy in enhancing sports abilities and student involvement after conducting extensive research. Pre-task, task preparation, during the task, and post-task are the four stages of the said technique or strategy. The teacher will be the source of all knowledge in the pre-task, and they will use conversation, video presentations, and other methods to further clarify the topic. The teacher will assign and prepare the student for the task at hand during task preparation. During the activity, the teacher will act as a facilitator, and the students will be in charge of everything from brainstorming to performance. On this stage, the teacher's only responsibility is to assist or advise the student in completing the work. Finally, the post-task will be used to assess whether the student has learned anything from the task.

This strategy intends to adapt to students in a new normal online distance learning because it does not require a lot of resources; nonetheless, the teacher's ingenuity in including authentic activities from the lesson proper is still up to them.

### Instruments

The researcher will perform a survey questionnaire to establish the efficacy of this study by identifying the needs of students in terms of sport skills and engagement, particularly in an online distance learning setting. Pre- and post-tests will be conducted with Grade 7 students at Bagong Buhay F (BBF) Integrated School before and after the deployment of an innovative strategy such as the Task-based learning method. The researcher will be able to evaluate learners' level of completion of task in acquiring the sports abilities in terms of perceptual, cognitive, communicative, and procedural skills, as well as the learner's achievement, by utilizing Task-based Learning Approach when conducting the pre-test and post-test. By incorporating actual or real-life tasks and goods, this approach will serve as an innovative strategy for developing sports skill and student involvement.

Scoring rubric will also be used in measuring students performance during the task-based approach. The use of scoring rubrics was required to ensure that it was reliable and valid in accordance with the Department of Education's curricular guidelines. The goal of the content validity technique, according to (Samosa 2020), is to verify whether the test material appropriately reflects the content of the subject.

Criteria	Badminton sports skills integrated into household chores			
	Very Good	Good	Fairly	Poor
Overall Performance	Effectively uses all 8 badminton skills (clear shot, smash, drive shot, drop shot, net shot, service)	Effectively uses at least 6 badminton skills (clear shot, smash, drive shot, drop shot, net shot, service)	Effectively uses at least 2 badminton skills (clear shot, smash, drive shot, drop shot, net shot, service)	No skill performed
Utilization of Materials	At least three (3) materials were presented during and after the performance	At least two (2) materials were presented during and after the performance	At least one (1) material was presented during and after the performance	No material presented
Teamwork	All of the group member coordinate with each other	Most of the group member coordinate with each other	Part of the group member coordinate with each other	No coordination with each other
Creativity	All members ideas were combined in original and authentic ways to perform the skills in badminton	Most of the members ideas are combined in original ways to perform the skills in badminton	The most of the members ideas were slightly combined in badminton skills	Member's idea was combined to badminton skills
Enthusiasm	All members of the group show interest and enjoying the activity	Most of the members of the group show interest and enjoying the activity	The most members of the group show interest and enjoy the activity	No members of the group show interest and enjoyed the activity

### Data Collection Procedure

In order to collect data, the researcher wanted to write a letter to the school principal and researcher coordinator requesting permission to perform the study at Bagong Buhay F Integrated School in San Jose del Monte City, Bulacan. During the research process, the researcher stressed the significance of keeping information confidentially in all directions.

Before starting the study, the researcher delivered the informed consent form to all learner participants who had been granted permission. To be informed by the researcher's key aims, which would help students, particularly online distant learning modalities in a task-based learning strategy, which would boost students' learning sport skill and engagement.

The pre-test, task-based learning stages (pre-task, task preparation, while task, and post-task), and post-test were all used in this study. Past to the task-based learning stages, a

pre-test will be administered to determine prior knowledge of sport abilities. The researchers will then apply the task-based learning teaching style, which includes pre-task, task preparation, during preparation, and post-task. Finally, the post-test is used to evaluate and compare student progress before and after using a task-based learning technique.

The researcher followed professional norms and relevant issues surrounding data gathering procedures to ensure the confidentiality of the results. Only the researchers will have access to the material once all of the data has been collected. The achievement test will also be personally checked by the researcher in the form of pre- and post-tests completed by the respondents. To filter the results, the researchers will utilize cross-tabulation in a spreadsheet to organize data, and then use a graph to form a conclusion.

### Ethical Consideration

In accordance with the Data Privacy Act of 2012 and its Implementing Rules and Regulations, in answering the survey given and disclosing some personal information, the data that will be accessed, collected, and processed any personal information will be solely used for the exclusive purpose of gathering data in this study. The respondents will be participating voluntarily and can withdraw at any time necessary. If there are questions and concerns, the respondents can contact the author/s of this study. If one wishes to have a copy of the study, it will be provided to them accordingly.

In the process of gathering and reporting the results, respondents' identity will remain anonymous and/or hidden as well as the given answers or any information that will connect the results to any of the participants. No person will feel harm or discomfort during the participation in this study.

### Data Analysis

In analyzing the achievement of the study, pre-test scores of the experimental group were compared using the t-test of the independent means. After having the pre-test, the intervention was given in the experimental group. A post-test was administered to see if there is a significant difference between the pretest and posttest results of the experimental group after the given intervention. Weighted means were utilized. Critical value and computed t value, as well as p value and an alpha level of 0.05, were statistically considered to determine the academic achievement of the learner respondents.

### Plan for Dissemination and Utilization

To ensure that the outputs of this research will be used, therefore maximize the

benefit of the results; it could be uploaded online in order for other researchers to see it and test its effectiveness.

It could also be, through proper dissemination to varied training and seminars, it can be utilized and could be helpful to teachers especially those who did remediation, Physical Education teachers of different grade levels, and to advisers as well who encounter the same problems in their classroom. Any revision to the intervention and strategy will be of no issue. It can be revised according to the level and needs of the learners.

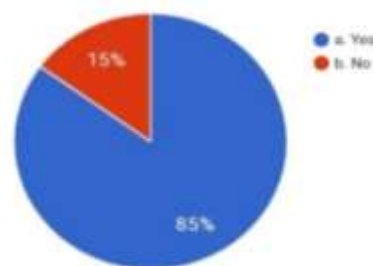
### Results and Discussion

To ensure transparency and rectification, the data collected in this study was extensively analyzed and interpreted.

#### I. Learners' level of completion of task in learning the sports skills in terms of:

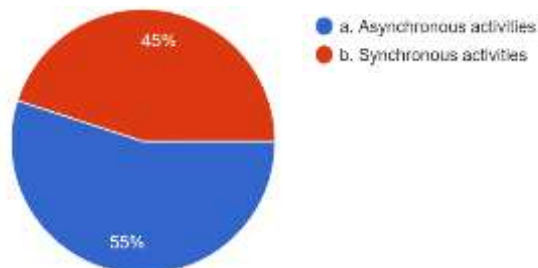
##### a. Perceptual

Diagram 1.1: Learners' interest in Physical Education:



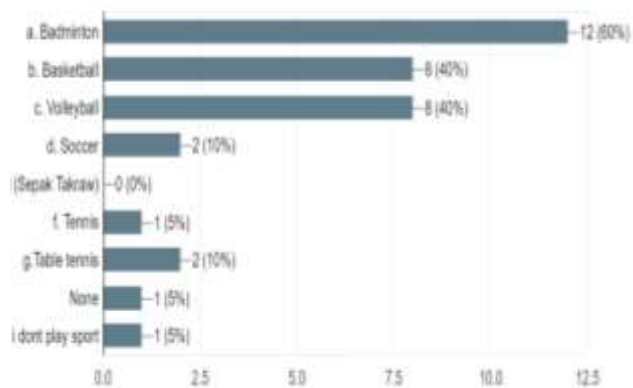
The pie chart represents the results of 20 students regarding perceptual engagement about the interest in Physical Education subject. Data was gathered from the survey. 17 out of 20 students or 85% answered “yes”, 3 out of 20 students or 15% answered “no”.

Diagram 1.2: Learners' perception on the effectiveness of distance learning modalities:



The pie chart represents the results of 20 students regarding perceptual engagement about the effectiveness of distance learning modalities. Data was gathered from the survey. 11 out of 20 students or 55% answered asynchronous activities and 9 out of 20 students or 45% answered synchronous activities.

Diagram 1.3: Learners’ interest in sports:



The bar graph represents the results of 20 students regarding perceptual engagement of students' interest in different sports. Data was gathered from the survey. 12 out of 20 students or 60% answered “badminton”, 8 out of 20 students or 40% answered “basketball”, 8 out of 20 students or 40% answered “volleyball”, 2 out of 20 students or 10% answered soccer, 0 out of 20 students answered “sepak takraw”, 1 out of 20 students or 5% answered “tennis” 2 out of 20 students or 10% answered “table tennis”, 1 out of 20 students or 5% answered “none” and also, 1 out of 20 students or 5% answered “I don’t play sport”. Meaning most of the students have an interest in playing badminton and know some kind of sports.

**b. Cognitive**

Table 1: Learners’ Evaluation Score

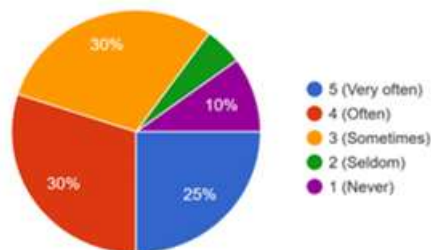
STUDENTS	SCORES (10/10)
1	6
2	7
3	7
4	7
5	7
6	7
7	8
8	8
9	8
10	8
11	9
12	9
13	10
14	10
15	10
16	10
17	10
18	10

MEAN= 8.55  
 MEDIAN= 8.5  
 MODE= 10

The table shows the learner's level of completion of tasks which researchers evaluate the students through quizz. In 20 students, through evaluation 1 student got a lowest score which is 6 or 60% and 8 students got a highest or perfect score which is 10 or 100%. Researchers found that the mean with 8.55 is a positive result for the learners' level of completion and found that in 20 respondents most of them got a highest level completion of task.

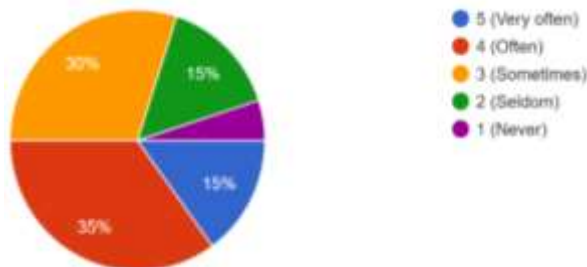
**c. Communicative**

Diagram 2.1: Learners’ collaboration with other learners:





The pie chart represents the results of 20 students regarding communicative engagement in the collaboration. Data was gathered from the survey. 6 out of 20 students or 30% answered “often” also, 6 out of 20 students or 30% answered “sometimes”, 5 out of 20 students or 25% answered “very often”, 2 out of 20 students or 10% answered “never”, and 1 out of 20 students 5% answered “seldom”.

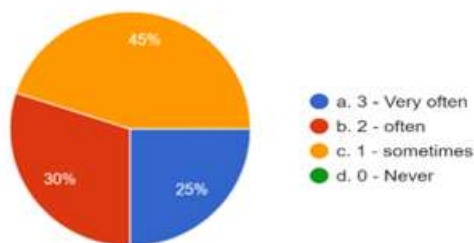


**Diagram 2.2: Learners’ engagement in activities:**

The pie chart represents the results of 20 students regarding communicative engagement in terms of engaging in activities. Data was gathered from the survey. 7 out of 20 students or 35% answered “often”, 6 out of 20 students or 30% answered “sometimes”, 3 out of 20 students or 15% answered “very often” also, 3 out of 20 students or 15% answered “seldom”, and 1 out of 20 students 5% answered “never”.

**d. Procedural**

**Diagram 2.3: Learners’ execution of Physical Activity**



The pie chart represents the results of 20 students regarding procedural engagement about their execution of Physical Activity performance. Data was gathered from the survey. 9 out of 20 students or 45% answered “sometimes”, 6 out of 20 students or 30% answered “often”, 5 out of 20 students or 25% answered “very often”.

**II. Learner's achievement based on the pre-test and post-test results using the Task-Based Learning approach in teaching sport**

**Table 2.1: Learners’ Raw Score in Pre-test and Post Test**

STUDENT	PRE-TEST SCORES	POST TEST
1	7	14
2	9	13
3	7	14
4	7	12
5	7	13
6	7	14
7	9	12
8	10	13
9	6	14
10	10	11
11	6	10
12	8	14
13	13	15
14	12	12
15	9	13
16	7	14
17	6	10
18	7	13
19	5	12
20	8	11

The table shows the score of 20 learners on pre-test and post-test. As seen on the table, most of the students improved their scores pre-test to post-test.

**Table 2.2: Statistical Significance of Pre-test and Post Test to the achievement of learners based on Task-based learning approach**

	Pre-test	Post test
Mean	8.0	12.8
SD	2.052	1.3611
SEM	0.4588	0.3044
95% CI of Mean	(7.04)-(8.96)	(12.16)-(13.44)
N	20	20

Statistical Significance: True  
 P < 0.0001  
 Calculated t Value = 9.0372  
 Critical t Value = 2.093

The results of the paired t-test on the effectiveness of the task-based learning technique on learners' achievement reveal the pre-test and post-test mean scores of

respondents. The P-value is less than 0.0001, the Calculated T-value is equal to 9.0372, and the Critical Value is equal to 2.093, according to the table above. The estimated t-value of 9.0372 against the critical value of 2.093 indicates that there is a significant difference between the pre-test and post-test means scores of the respondents. It signifies that the crucial t-value is less than the computed t-value, indicating that the researchers accepted the alternative hypothesis that there is a substantial difference between the respondents' pre-test and post-test mean scores.

**III. Learner's active engagement during the utilization of Task-Based Learning approach in teaching sport**

**Table 3.1: Learners' score in Performing sports skill**

	GROUP 1	GROUP 2	GROUP 3
Creativity	8	10	8
Utilization of Materials	8	10	10
Enthusiasm	8	10	8
Teamwork	10	10	10
Overall Performance	8	10	10
<b>Total Score</b>	<b>42</b>	<b>50</b>	<b>46</b>
<b>Percentage Score</b>	<b>84%</b>	<b>100%</b>	<b>92%</b>

Data were gathered during task performance wherein the respondents were graded according to the rubrics. There are five (5) criterias to be measured during the performance - creativity, enthusiasm, utilization of materials, teamwork and overall performance with the scale of: 10 or 100% as excellent, 8 or 80% as good, 5 or 50% as satisfactory and 0 or 0% as learners need improvement. Each criteria were categorized on the following aspect:

**a. Cognitive Engagement**

**Table 3.2: Cognitive Engagement in terms of Criteria in performing sports skill**

	GROUP 1	GROUP 2	GROUP 3
Creativity	8	10	8
Utilization of Materials	8	10	10
<b>Total Score</b>	<b>16</b>	<b>20</b>	<b>18</b>
<b>Percentage Score</b>	<b>80%</b>	<b>100%</b>	<b>90%</b>

This table shows the learners' score and percentage score during the performance in terms of cognitive aspect. Group 1 has 16 out of 20, with a percentage of 80%, therefore Group 1 has Good cognitive engagement, while Group 2 has a total of 20 points with 100% percentage and is considered as Excellent in cognitive engagement; Group 3 has 18 total points with a percentage of 90% and considered as Good in cognitive engagement.

**b. Behavioral and Emotional Engagement**

**Table 3.3: Behavioral and Emotional Engagement in terms of Criteria in performing sports skill**

	GROUP 1	GROUP 2	GROUP 3
Enthusiasm	8	10	8
<b>Total Score</b>	<b>8</b>	<b>10</b>	<b>8</b>
<b>Percentage Score</b>	<b>80%</b>	<b>100%</b>	<b>80%</b>

This table shows the learners' score and percentage score during the performance in terms of behavioral and emotional engagement. Group 1 has 8 out of 10, with a percentage of 80%, therefore Group 1 has Good behavioral and emotional engagement, while Group 2 has a total of 10 points with 100% percentage and is considered as Excellent in behavioral and emotional engagement; and Group 3 has 8 total points with a percentage of 80% and considered as Good in behavioral and emotional engagement.

**c. Social Engagement**

**Table 3.4: Social Engagement in terms of Criteria in performing sports skill**

	GROUP 1	GROUP 2	GROUP 3
Teamwork	10	10	10
<b>Total Score</b>	<b>10</b>	<b>10</b>	<b>10</b>
<b>Percentage Score</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

This table shows the learners' score and percentage score during the performance in terms of social engagement. All of the group has 10 out of 10 points with a percentage of 100%, therefore the learners are excellent in terms of social engagement.

**IV. Challenges encountered in using a task-based learning approach among student-respondents as to:**

**a. Instructional Challenges**

**Table 4.1: Instructional Challenges experienced by the learners**

Instructional Challenges	No. of responses	Percentage
Motivation	7	35%
Noisy environment	7	35%

Data we gathered from the survey wherein the respondents freely answered the questions. There were two (2) instructional challenges that were classified as motivation and a noisy environment. 7 out of 20 respondents or 35% answered motivation, and 7 out of 20 respondents or 35% answered environment.

**Table 4.2: Technological Challenges experienced by the learners**

Technological Challenges	No. of responses	Percentage
Time management	10	50%
Internet connection	13	65%
Device problem	8	40%

Data were gathered from the survey wherein the respondents freely answered the questions. There were three (3) technological challenges that were classified as time management, internet connection, and device problem. 10 out of 20 respondents or 50% time management, 13 out of 20 respondents or 65% answered internet connection, 8 out of 20 respondents or 40% answered device problems.

### Conclusion

Based on the findings the following were brought out:

1. The researchers conclude the experimental group, the alternative hypothesis, has been the most evident over the null hypothesis. There is a significant relationship between the learners' level of completion of tasks in learning the sports skills and active engagement during the utilization of the Task-Based Learning approach.
2. There is a significant difference between the pre-test and post-test mean scores.
3. The research shows that most of the students likely enjoy the teaching if it is engaging likewise, many of them were sporty. In addition, the effect of task-based learning on students created a big impact on the cognitive learning of students to understand the lesson.
4. There is a meaning in the data that the participants perceive the task-based learning approach as a suitable pedagogy for teaching Physical Education since their students learned sport and skills in an engaging activity, and the students also learned how to be flexible even though without tools or equipment used to describe and demonstrate the skills, particularly in badminton. Students use necessary skills while working toward a goal, making learning more authentic and relevant. Students are motivated to improve their cognitive, affective, and application skills when they engage in task-based learning. However, there were challenges for both teachers and students. Because of poor internet connection, not all students were able to communicate easily; therefore, teachers must be very considerate during online classes to help all students and ensure that no one was left behind.

### Recommendation

The researchers recommend that:

1. Future researchers should use other sports to test the abilities and knowledge of learners with different sports skills and engagement.
2. Improve the lesson exemplar for future researchers to enhance the classroom management for learners' way on how to absorb the lesson into learning.
3. Study the different classroom environments for teachers to apply and make different pedagogical strategies.
4. For learners' understanding, explore the different online learning platforms for learners' findings where they are comfortable to learn.
5. Attach videos or other educational presentations to execute the lesson and apply the skills and engagement understandable, orderly and legibly.

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