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The 3Ps Model in Teaching Philippine Traditional Games

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Abstract

The integration of Philippine traditional games, locally known as "Laro ng Lahi," has been strongly advised into school programs and physical activities in the K-12 P.E Curriculum since these games have always been an integral part of Filipino children's lives, embodying recreational and cultural significance, values, and skills development. The research employs a qualitative-descriptive approach to examine the viability and benefits of incorporating Philippine traditional games into Physical Education. The study seeks to understand how these games were taught, their relevance in modern education, and their significance in the curriculum. In total, six physical educators from various schools in Balamban took part in the study, which reached data saturation. Through Braun and Clarke's

thematic analysis, the data were evaluated and presented in key themes, the 3Ps; Pedagogical Content Knowledge, Past Experiences Integration, and Promote Holistic Development. The results revealed that integrating Philippine traditional games in the K-12 curriculum offers an opportunity to improve education. It is recommended that traditional games should be permanently integrated into the curriculum as a valuable opportunity to enrich education through various means, such as inclusion in modules, lesson plans, and involvement in various activities in school to influence the teaching-learning process as it improves holistic features greatly and making it culturally enriching for both teachers and students.

Keywords: Traditional Games in the Philippines, Curriculum, Integration, Holistic Development, Physical Education

Introduction

Philippine Traditional Games are recreational activities played by Filipino children that make extensive use of local resources and the environment. The Philippines is rich in folk music and ethnic melodies, but it is also rich in age-old games that are engraved in Filipino children's brains and souls (Siregar, 2019). Playing games has always been a great way to relax. They can be utilized to change behavior because they have a positive energy, especially when they are used in education (Orejuela, 2022). Along with strengthening a child's resistance to illness, these games promote social and community values of cooperation, teamwork, and healthy competitiveness among kids. It provides significant values, traits, and even skill development that are crucial to kids' overall growth in terms of social, emotional, mental, and physical elements (Mozar, 2020) [9]. The Integration of Philippine Traditional Games has been strongly advised into school programs or any associated Physical Education activities. This study utilized the descriptive method to look into the incorporation of traditional games and how they are being taught in Physical Education through qualitative approach. The researchers intended to ascertain the viability and usefulness of incorporating traditional games from the Philippines into the physical education curriculum, as well as the relevance of this study and its effect on physical education.

Philippine traditional games are typically played by Filipino kids and include making use of instruments or resources from the local culture. Numerous children's games involve chance, skill, and strategy. These games do provide important qualities, values, and even skill- enhancement opportunities that are essential to kids' overall growth in terms of social, emotional, mental, and physical facets. Back in the day, Filipino kids typically came up with games that only required the players themselves and readily available items because there weren't many toys available to them, especially in rural areas. The game is made more exciting and difficult by this reality's demonstration of a real person's flexibility in thinking and acting (Mozar, 2020) ^[9].

Philippine Traditional Games, also referred to as "Laro ng Lahi," are a wide variety of sports and games that have been inherited through the years. Learners frequently engage in these games, which serve as a fun activity at the same time. In many Filipino communities, traditional games were regarded as the ideal venue for children to "promote peace, harmony, goodwill, and camaraderie" (De La Cruz, 2018). Philippine Traditional Games encouraged education and forged a bond with the culture of the Filipino people in the teaching of Physical Education, which could aid in a child's development in addition to providing them with a good form of exercise. These games have the potential to be an effective teaching resource for Physical Education, fostering the health and well-being of students while also providing a variety of physical, social, and cultural advantages.

Traditional games have become less common in today's society for several reasons. Commonly, the rapid advancement of technology has led to a shift in entertainment preferences. With the proliferation of video games, smartphones, and other digital distractions, people, especially younger generations, were spending more time indoors and online, reducing the opportunity for traditional outdoor games. Filipino Children are drawn to these games because they represent a cherished and artistic facet of Filipino culture, making them a famous choice for play (Buan *et al.*, 2010). However, these kids don't have to make this decision; instead, a better, more dramatic, and inventive solution must be found to strike the justly necessary balance (Thomas, 2012).

Engaging in activities such as "Laro ng Lahi" or Local Games benefits our students by promoting their physical fitness and cultural preservation. Numerous classic Filipino games such as piko, patintero, luksong tinik, and tumbang preso have played a significant role in enhancing the holistic health of people. The rich cultural heritage of the Philippines is vividly reflected in these traditional pastimes. Despite their simplicity, these games held important social and cultural significance. (Sanches, 2009). Incorporating Traditional Games into the physical education curriculum was given emphasis, spanning from elementary and secondary education to tertiary levels. This approach ensured a continuous process of improving individuals' health and fitness while simultaneously preserving and promoting awareness of our rich socio-cultural heritage.

This qualitative research describes the integration of Philippine traditional games into the K-12 Physical Education curriculum. To promote the dissemination of contemporary spirits amongst millions of individuals, these traditional games are expected to be incorporated into physical education classes. This will serve as a way to promote physical fitness and recreational activities, while

also instilling the values of our rich cultural heritage. Ultimately, this will help create, maintain, and preserve our cultural heritage.

Methodology

Design

A descriptive qualitative research design was used by the researchers. This design's main goal is to explain specific social phenomena. According to Creswell (2012), descriptive research typically has two goals: to understand specific physical processes and to characterize certain social events thoroughly. A descriptive study was intended for the careful measurement of certain social phenomena, such as school programs and classes, divorce, unemployment, nutritional problems, preferences for particular politicians, and others (Singarimbun 1989: 4). A descriptive Qualitative research design is the ideal method to describe the integration of Philippine traditional games in teaching since the researchers ought to describe how Philippine traditional games were assimilated into the physical education curriculum and into enhancing cultural preservation.

Informants and Sampling Design

The study was conducted with the participation of six teachers within Balamban who had been specifically teaching MAPEH, particularly in PE, they were selected to participate in this study. The selection of these participants had involved a purposive sampling. Purposive sampling is considered as a non-random sampling approach used when it is essential to study a specific cultural area (Tongco, 2007). This sampling method employed specific criteria or objectives to choose participants (Creswell, 2007) ^[4]. They were chosen based on the following inclusion criteria:

1. Ages 25 to 30 years old.
2. Had been in teaching service for around 3 to 5 years?
3. Were MAPEH/PE teachers handling grades 4, 5, and 6?
4. Could articulate or share his/her teaching experiences?

Locale



Fig 1

The study was conducted in selected schools in Balamban which comprised grade schools, as it was the most convenient location for the researchers to conduct the study. The researchers chose the place of implementation because it provided them with the needed information. Teachers in Balamban Schools who handled grades four to six were the researchers' main participants, allowing the researchers to

gain insights.

Instrumentation

The researchers themselves were the primary instruments for data collection, as they were responsible for filming and observing the informants. The informants, in turn, were the primary source of data, as they were the ones demonstrating the integration of Philippine traditional games into their physical education instruction. Semi-structured was utilized as the secondary tool, meaning that the researchers had a set of questions to ask, but also allowed for follow-up questions and probes to get more in-depth responses.

Data Gathering Procedure

A letter of permission was sent to the MAPEH/PE teachers, asking for approval to conduct the study in the selected schools at Balamban, Cebu. After the approval, a consent form was given to the prospective respondents. After negotiating with the respondents, the one-on-one interview will commence right away.

Data Analysis

The collected data was examined utilizing Braun and Clarke's Thematic Analysis method. The stages in conducting a thematic analysis include becoming familiar with the collected data, creating initial codes, compiling codes with supporting data, grouping codes into themes, reviewing and enhancing themes, and composing a narrative about the study that was conducted.

Rigor of the Study

To ensure legitimacy, Guba and Lincoln (1989) promoted four strategies that will be tested under each study parameter. These are credibility, dependability, confirmability, and transferability.

Credibility. A thorough interpretation of participant experiences and credibility enables the researcher to identify the experiences described in the research. This could be done by gathering a fixed structure of data collection and developing a good camaraderie with the informants. Preceding the interview, the researchers will invite the informants and discuss with them what the research to be conducted will be all about. Before this, the researcher will be able to determine and understand the informants for them to be able to conduct the study easily. Additionally, the researcher should carefully screen the informants to guarantee that they pass the set criteria. The researcher applied a purposive technique that is built on the agreed criteria, the informants who will fail to meet the said criteria will not be able to participate. The interview recording will be transcribed into text, before manual coding of the analysis by the researcher. This ensures that the informants only used actual verbatim, the informant's words will be translated and its translation will be checked and validated by the researcher. The data gathering will be carried out through Braun and Clarke's thematic analysis.

Dependability. For future researchers to reproduce the study and for the reader and informants to understand the appropriate research procedures that were followed by the researchers, the research method must be specified in great detail. In this study, the researchers described the integration of Philippine Traditional Games in the teaching of Physical Education. The data that will be sought to be collected were only constructed on the informant's answers to the

interviews given by the researcher. The researcher ensured that the data that has been gathered are verified by the informants of the study. A set of questions was set to be utilized and follow-up questions and probes to get more in-depth responses.

Confirmability. The researchers used a data analysis method appropriate for the study's purpose to assure confirmability of the results and to guard against bias. Moreover, the information following the theme analysis of Braun and Clarke, manual coding was carried out with the assistance of the co-researchers, as it will be explicitly indicated in the text. To make sure the data collected were appropriately examined, confirmability was done. During the data analysis process, there were numerous instances of review and confirmation. Every detail was checked twice to guarantee that all the data was based on the responses and answers of the informants and that everything was objective and equitable in the data processing.

Transferability. Transferability was previously employed to provide a spectrum of experiences upon which the reader can construct interventions and comprehension to determine the applicability of the research to practical situations. The study focused on the integration of Philippine traditional games in various schools, specifically in Balamban Municipality. The researchers were used as the indicators and analyzers of the study. Recordings and field notes were utilized consisting of the researchers' notes, manuscripts, videos, and how the data was examined. The study's findings were explained in particular, choosing the total number and background of the most significant informants. The researchers permitted their co-researchers to evaluate if their research is transferable to their research.

Ethical Consideration

All steps of the research were conducted following ethical standards. The study underwent an ethical review from the Research Ethics Committee (REC) of the University. Upon gathering the data, an informed consent form was sent to each informant by fellow researchers, emphasizing that their participation is entirely optional and they can decline without any consequence. To maintain anonymity and confidentiality, the informants' identity is hidden and remains anonymous for the entire duration of the study. Furthermore, each informant was given a token as a way of expressing the researchers' gratitude and appreciation towards them.

Results and Discussions

This section features the study's results and discussion. Through Braun and Clarke's Thematic Analysis, three main themes emerged in the study which are represented in 3Ps, these are Pedagogical Content Knowledge, Past Experiences Integration, and Promoting Holistic Development.

Pedagogical Content Knowledge (P1)

The Integration of Philippine Traditional Games has been strongly advised in school programs or any associated Physical Education activities. Physical educators construct lessons that are developmentally appropriate and adapt materials to the requirements of individual students to portray ideas. They aim to establish the Philippine traditional games in school by making it an activity in every P.E. class. Through the given competencies in the curriculum guide, they're able to create objectives and

certain activities in line with the Philippine traditional games. Before allowing the students to perform, the informants consider incorporating technology as an aid for students to observe the game and support for teacher's demonstration, thus, improving their teaching skills and strategies. Informant 2 shared that:

“Nowadays, since we’re in a high tech era, students will observe the games through videos. It depends on how you inject or implement traditional games to the students. And it also depends on your objectives.”

Informant 4 added that,

“Follow competencies and incorporate to other subjects for their engagement.”

Having heard the informants' responses, most of them follow what is being provided in the curriculum guide relying on the quarter provided in the scope and sequence of Physical Education from Grades 4-6, and teaching traditional games is done weekly depending on the given schedule from their school. Informant 6 shared that:

“Schools and institutions can ensure that traditional games are officially recognized and incorporated into their physical education curriculum of course, by first including them in their curriculum.”

There is no denying that the teacher is considered the most significant stakeholder with regard to implementing the curriculum where they relate their pedagogical knowledge to their subject matter knowledge. With the teachers' knowledge, skills, and experiences, they become the core of any development program. Better teachers promote better learning since they are in charge of implementing the curriculum in the classroom and possess the greatest amount of teaching skills (Alsubaie, 2016).

Students need a better, more dramatic, and inventive solution to strike the justly necessary balance (Thomas, 2012). With that, teachers are the primary role models in guiding students toward learning which is why developing teaching skills and techniques is crucial. Teachers apply visuals using technology and provide real scenarios upon giving examples to enhance teaching skills and make learning more effective. Technology has become one of the most effective teaching strategies or tools that a teacher can use. The significance of properly implementing the curriculum such as following the lessons in each quarter, time allotted, relying on the competencies, and giving appropriate activities, will result in a successful teaching-learning process. Traditional games offer a lot of life lessons for teachers to impart and for students to acquire. When done right, it benefits the students by promoting their physical fitness and cultural preservation. Despite their simplicity, these games hold important social and cultural significance. (Sanches, 2009). This approach ensures a continuous process of improving individuals' health and fitness while simultaneously preserving and promoting awareness of our rich socio-cultural heritage.

Past Experiences Integration (P2)

The informants shared that integrating past experiences with the students while teaching traditional games helps them to

understand more about the main purpose of playing and learning traditional games. Moreover, the informants also emphasize that education should not rigidly adhere to conventional methods but should transform, incorporating modern approaches, strategies, and technologies to meet the evolving demands and preferences of learners and enhance the educational process. Sharing your own experiences, particularly if they involve overcoming challenges or achieving success, can inspire and motivate students. It inculcates to them that with hard work, purpose, and a keen mindset, they can conquer obstacles and attain their goals. Informant 1 shared that:

“Imparting stories to the students that they had never experienced having a certain gadget before and that the only source of leisurement from their time are only traditional games.”

Informant 5 also added that,

“In our class as their P.E. teacher, I would always share with them my experiences in playing these games during my childhood days.”

Informant 4 also shared that,

“By providing students with background information on the game's history, the students will be able to impart lessons and sum up their learning from the game that is being introduced to them.”

It is agreeable that the Philippines is rich in folk music and ethnic melodies, but it is also rich in age-old games that are engraved in Filipino children's brains and souls (Siregar, 2019). Sharing of personal experiences can make abstract concepts more relatable and easier to understand and when students see how a concept has been applied in real life, it becomes more tangible and memorable to them. Inculcating past experiences to the students allows them to foster values of tolerance, inclusivity, diversity, solidarity, and respect for culture. Incorporating these experiences when teaching traditional games can be a highly effective approach. It not only makes the learning process more enjoyable but also helps preserve cultural heritage and foster a sense of nostalgia.

Promoting Holistic Development (P3)

Traditional games are being taught in the K-12 curriculum in the Philippines, which is a positive development. The holistic influence of integrating Philippine traditional games into the K-12 curriculum on students is significant. Hence, checking students' Body Mass Index and health conditions before engaging in Philippine Traditional Games is important to ensure their safety and well-being. Traditional games can be physically demanding, and students with certain health conditions may be at risk of injury or other health problems if they participate without proper precautions. Upon conducting the interview, the informants shared that integrating Philippine Traditional games into the curriculum promotes students' physical, emotional, mental, and spiritual aspects, as well as helps students learn about their cultural heritage and develop a sense of cultural identity. Informant 6 shared that:

“Yes, I do take note of my learners’ strengths and weaknesses, their BMI, and how it affects their bodies when letting my learners play traditional games. Its impact on our culture is that our culture is somehow preserved by remembering, by letting our learners remember these games.”

Informant 1 added that,

“The value that they can get in playing traditional games is acceptance. Through playing, they will be able to learn how to accept after losing the games.”

Informant 5 also shared that,

“Our role is to emphasize the knowledge and skills that they need to acquire and eliminate bad habits and attitudes that can affect their relationship with their classmates. It is important for them to learn the traditional games and the important lifelong values we get from them. I would give them the importance, the essence, and the values that we get from this specific game. I also keep on reminding them to have fun and enjoy while playing. Through these, they would get to know each other and have character development.

Philippine traditional games have been cherished and played across generations, offering not only amusement but also valuable life lessons. In delving into this notion, it becomes apparent that traditional games serve as a repository of timeless values. Whether it's the acceptance of defeat with grace or the unity fostered among students from diverse backgrounds, traditional games are powerful tools for character development. Traditional games led to a significant increase in values such as unity, teamwork, and positive attitudes among students (Mozart, 2020) ^[9]. By integrating Philippine Traditional Games into the K-12 curriculum, educators can help students develop a well-rounded education and a strong sense of cultural identity.

Traditional games are a valuable resource for promoting the holistic development of students. It offers a variety of benefits, including physical, cognitive, social, and emotional development, as well as cultural preservation and transmission. Hence, the informants strongly supported the notion that traditional games build character, they emphasized the significance of values like acceptance, unity, teamwork, and a positive attitude, all of which are cultivated through playing traditional games (De La Cruz, 2018). However, the importance of developing these character traits was highlighted in the context of a diverse student body, where individual differences in culture and beliefs exist (Mozart, 2020) ^[9]. The informants acknowledged their major role as teachers in guiding students as they instill values and life skills that contribute to the personal growth and positive holistic development of the students.

The researchers developed the 3Ps model to strengthen and improve the teaching in the K-12 PE curriculum as it highlights the application of the educator's pedagogical content knowledge, their past experiences integration, and the promotion of holistic development for both learners and teachers. Without the integration of Philippine traditional games into the curriculum to support the teaching-learning process, the model's three principles wouldn't be possible. With this presentation, the researchers hope to shed light on

the potential long-term effects of having Philippine traditional games on culture preservation, educational integration, and students' holistic well-being.

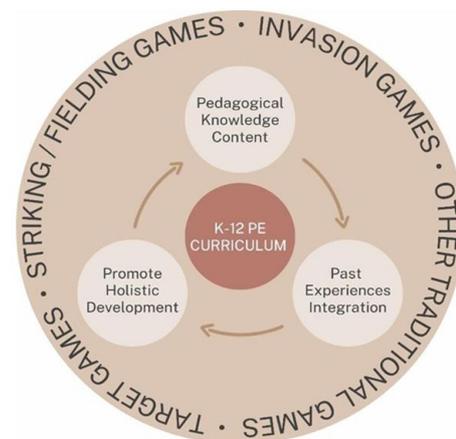


Fig 2: The 3Ps Model

Conclusion

The integration of the 3Ps model in teaching Philippine traditional games in the K–12 P.E curriculum offered an opportunity to enhance education. The researchers developed this model based on extensive data analysis, showing the knowledge, values, and skills possessed by both teachers and learners. With the guidance of pedagogical content knowledge, physical educators integrated their past experiences and imparted the relevance of the Philippine traditional games which led to promoting holistic development of each learner. In return, when all of the discussion was implemented and took into account the specific needs of an individual, it gave a chance to influence education greatly, making it more enjoyable, holistic, and culturally enriching for students, allowing them to be keen when it comes to critical life skills and cultural awareness. Its authentication through experiences made teaching in the K-12 curriculum more accurate and attainable.

Recommendation

Philippine traditional games should be permanently included in the K–12 Physical Education curriculum courses at all levels of educational institutions and sports events, enriching education through modules, lesson plans, and school activities. This approach enhances teachers' teaching knowledge, fosters holistic development, and promotes cultural awareness. Furthermore, educators can use the 3P's model – Pedagogical content knowledge, past experiences integration, and promoting holistic development – to integrate these games into the K-12 PE curriculum. This method creates a comprehensive learning environment that nurtures essential life skills, making the teaching and learning process more enjoyable, holistic, and culturally enriching for both teachers and students.

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