



DISCOVERING MARINDUKANON RECREATIONAL GAMES AS INPUT FOR LEARNING MODULE IN PHYSICAL EDUCATION: INPUT FOR CURRICULUM ENHANCEMENT

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Abstract

This study aimed to develop a learning module in physical education subject in the content of physical fitness and recreational activities. Employing the input-process-output as the conceptual framework, this study was conducted in the province of Marinduque in three (3) towns namely; Mogpog, Gasan, and Santa Cruz. With an adopted and modified questionnaire, the learning module was developed among the selected adults who describe recreational games based on their experiences in terms of type, mechanics, requirements and its influence to physical and psychosocial wellbeing. Same as to children executed and found the effect of recreational games to their physical, social, and psychological development. Moreover, the MAPEH teacher checked, evaluated and assessed the content of learning module to be used in physical education subject of department of education.

The result revealed that recreational games have an effect to the physical, social, and psychosocial development. The study then concluded that the developed learning module may be used as instructional materials for physical education curriculum in the department of education especially for elementary grade level 4, 5, 6, and 10 either public or private school.

Keywords: learning module, recreational games, physical education, curriculum



Introduction

Recreational games are part of human's life and experiences and represent individual culture. Indeed, games help significantly to the physical and psychosocial development of the young. Games build moral character, values, discipline and confidence by interacting with other children or peers.

Moreover, children are no longer part of the past generations; they are now living in the digital world of gadgets. On one hand, majority of them are not aware of the games that the former generation experienced during their childhood. Children nowadays are not active in physical games, activities, and exercises, which may cause tremendous harm to their health. According to Hoeger (2014), "the second treat for public health is known as the SDS or Sedentary Death Syndrome it happens when a person has lack of physical activity and exercise." On the other hand, it cannot be denied that technology provides people with pleasure, contentment, and many opportunities to live efficiently and independently.

According to Emerson (2003) "the first wealth is health"; it refers to the importance of health in one's life, most especially for children at their very young age. Games are an enjoyable way to engage children in physical activities while also teaching them how to be healthier and more fit. Recreational games like, otso-otso, alanta, usa-usahan, bin-bin, tinaguang lata, hide and seek, kick the can, jumping rope, tag of war, telephone, pickle and others are essential to become healthy physically, mentally, emotionally, socially and spiritually.

This study is intended to develop a module about traditional recreational games that helps the children and youth to improve and enhance their physical, social, and psychosocial well-being through recreational games. This module presented five (5) traditional recreational games, which originated in the province of Marinduque to be used in physical education (P.E.) subject particularly in the content of recreations and outdoor games.

This learning material will serve as a guide to prepare students in the public and private education in the K-12 curriculum, under the physical education subject to improve their knowledge, awareness and develop skills in terms of playing traditional recreational games of Marinduque. This will help them face future challenges and opportunities towards success using their potentials and competences. Lastly, the content of this module will help improve the cognitive and affective development of the children by means of engaging themselves to the traditional recreational games, which may aid in achieving their full potential.

Statement of the Problem

This study discovered the Marindukanon's recreational games as input for learning modules in P.E.; bases for curriculum enhancement.

More specifically, this study sought to answer the following questions:

1. What are the local recreational games that are unique to Marinduque?
2. How are selected local recreational games in Marinduque described in terms of:
 - 2.1. Classification of game
 - 2.2. Duration of the game
 - 2.3. Material of the game
 - 2.4. Mechanics of the game
3. How does local recreational game influence the following?
 - 3.1. Physical wellbeing
 - 3.2 Social wellbeing
 - 3.2. Psychological wellbeing
 - 3.3 Cultural Identity
4. How are recreational games of Marinduque integrated in the DepEd curriculum?

Research Framework

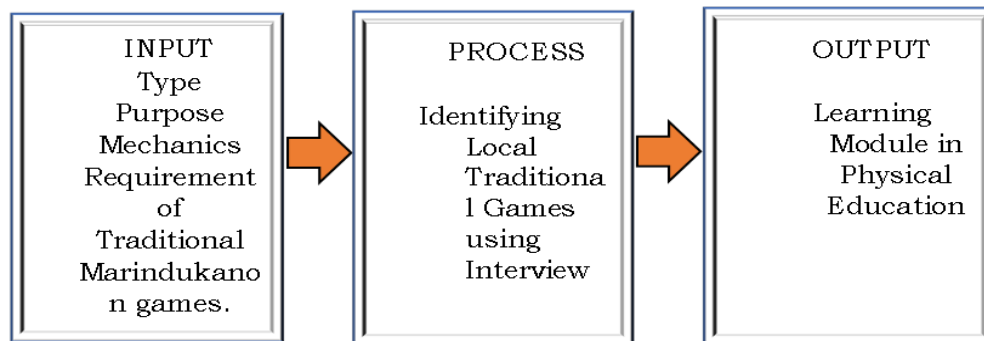


Figure 2. Research Framework of the Study

This figure shows the Input, Process and Output framework of the study. Here, the researcher first identified the existing local recreational games in Marinduque. The input also includes the purpose, mechanics, and requirement such as equipment or other materials for the game. The process is identifying the local games using interview to come up with the output, which is learning module in physical education.



Scope and Limitations of the Study

This study was conducted in the Island province of Marinduque. This compiled the existing or unique recreational games in terms of classification, duration, mechanics, and materials. The focus was also on outdoor games played by children along the street and field or playground. An interviewed participant includes both children and adults.

Subsequently, the study was delimited to five (5) unique games that are found in the different towns of Marinduque. Therefore, preserving the local recreational games or indigenous games and its influence to physical, social, and psychological development as well as to promote the cultural heritage of Marindukanon is the main objective of the study. Due to the specificity of the terrain and social context of Marinduque, the games that were discovered did not cover all types.

Indeed, the learning module is intended for the elementary Grade 4, 5, 6, and 10 (first and second quarter in the content of assessment of physical activities and physical fitness) as indicated on the physical education curriculum guide proposed by the Department of Education.

RESEARCH METHODOLOGY

Research Design

The researcher used a case study type of research specifically a multiple case and participatory action research. The researcher conducted a case study because the researcher investigated unique local recreational games that are found only in the province of Marinduque, especially in the selected barangay where the games exist. The games are considered a case because of their uniqueness and dissimilarities in terms of title name, mechanics and requirements from the usual games played by Filipino children.

The researcher documented all those games through in-depth data collection involving observations, interviews, and the use of audio video recordings of the interviews and observations of the participants. These were used as guide to create the module in physical education about local recreational games found in Marinduque.

According to Creswell (2013), case study is a qualitative type of research where the researcher explore, investigate, and discover one or more case in one place or context that is unacquainted by other community. In this case the researcher should gather a data using interview, observation, documentation, and audio recording material; these tools would be the bases in making a theme that will describe the case.

Additionally, the intention of a case study is to explore and analyse the issues and concerns in one setting by understanding the different opinions and perspective of the people/participants (Merriam and Simons, 2009; Stake, 2006 & Yin, 2014). Moreover, the researcher should immerse and collaborate in their community where the participants live (Creswell, 2013).

Research Local



Figure 3. Map of Marinduque

The participants of the study are located in three (3) towns of Marinduque namely: Mogpog, Gasan, and Santa Cruz. Marinduque is also known as the “Heart of the Philippines” located in the MIMAROPA Region IV-B its capital is Boac. Marinduque is a small island which is very rich in history, culture and heritage. The distance between Manila and Marinduque is 171.96 km. The distance is equal to 106.85 miles, and 92.79 nautical miles from the country capital.

Research Instrument

The researcher used collective or multiple case studies, where the researcher focused on the traditional recreational games of Marinduque. The instrument used by the researcher in conducting and gathering data is interview guide with a set of questions and procedures. The researcher created a set of questions asked from the adult participants to collect information about the existing recreational games, checklist questionnaire for children to identify the physical, social, and psychosocial development after playing a game, MAPEH teacher for checking, evaluating and validating the content of learning module used in Physical Education subject. All in all, the instruments used are compiled, recorded, and listed according to the classifications and qualifications of the participants.

Population and Sampling

This study included three (3) adults from selected towns; they contributed knowledge and experience about recreational games. There were also 14 children who actively participated in playing recreational games. Meanwhile, four (4) MAPEH teachers were asked to validate the acceptability of the learning module used in physical education subject.

The sampling size used was through data saturation where the researcher stopped collecting data about recreational games where the information is repeatedly given. The participants were accepted as valid because they met the qualifications or criteria set by the researcher. The researcher used inclusion criteria for each participant to answer according to the participants' knowledge and experiences. The criteria are indicated based on the types of participants qualified in the study.

Table 1. Criteria for Adults

Criteria	Mark
1. Native Marindukanon	√
2. At least 35 years of Age and above	√
3. Permanently living in their Barangay up to present	√
4. Have a Good Memory (Ability to recall the past "childhood moment")	√
5. Have knowledge on the unique recreational games including its type, purpose, mechanics and requirements	√

Table 2. Criteria for Children

Criteria	Mark
1. At least 15years of Age or below	√
2. Physically active and Healthy	√
3. Interested on the game (Voluntarily)	√
4. Have the Ability to participate on the game	√
5. Understand the mechanics and requirements of the game	√

Table 3. Criteria MAPEH Teachers

Criteria	Mark
1. At least in the service (teaching in public or private school)	√
2. Master degree holder or diploma graduate in any of the area in MAPEH	√
3. Knowledgeable in constructing test questions	√
4. Knowledgeable in assessing students' performances	√

These criteria presented above are the bases to collect information and a way to create a learning module in physical educational subject in the department of education.

Data Gathering Procedure

The researcher used investigation questionnaire, interview, observation and some textual and discourse analysis of the materials gleaned from the sources. The investigation was conducted in selected barangay of three (3) towns of Marinduque.

On Day 1, the researcher personally sent a letter to the Barangay Chairman of each of the selected barangays and towns in Marinduque. The following day, the researcher looked for participants qualified in the study and asked questions based on the prepared interview guide. After several days of interviews and collection of data from the qualified participants, the researcher compiled, identified, arranged and wrote the information of the game and its components.

Next, the researcher searched for children who are qualified to be part of the recreational games. The participating children were the ones who were interested and who voluntarily agreed to be part of the game. Afterwards, the researcher distributed a parent's consent to the children to ask permission from their parent or guardian to allow them to play. Consequently, the children who were not given permission were not allowed to participate.

During the days that followed, the researcher organized the games – their sequence and the players involved. After which, the games were executed. The games were divided into two parts or two days. Part 1 or Day 1 had the following games: otso-otso, alanta and usa-usahan. Meanwhile, Part 2 or Day 2 includes: bin-bin and tinaguang lata. Right after each game, the researcher distributed a set of questions (checklist) to evaluate the experiences of the children about the game they played.

The following week, the researcher started to develop a learning module based on the information given by the adults about the recreational games (background, type, classification,

origin, game resources, and game mechanics) and the children about the benefits of recreational games to their physical and psychological wellbeing. After another week of making the module, the researcher designed an evaluation form for validation and acceptability. Afterwards, the researcher distributed the finished module to four (4) P.E. teachers to evaluate and improve the content in terms of the activities themselves and assessment. Lastly, the researcher identified the levels of feasibility and acceptability of the learning module in the physical education subject.

Data Construction Procedure

The researcher used thematic analysis. Thematic analysis is the process of identifying patterns or themes within qualitative data. Braun & Clarke (2006) suggested that it is the first qualitative method that should be learned as “... it provides core skills that will be useful for conducting many other kinds of analysis’ (p.78). A further advantage, particularly from the perspective of learning and teaching, is that it is a method rather than a methodology (Braun & Clarke 2006; Clarke & Braun, 2013). This means that, unlike many qualitative methodologies, it is not tied to a particular epistemological or theoretical perspective. This makes it a very flexible method, a considerable advantage given the diversity of work in learning and teaching (Maguire & Delahunt).

In this study, the researcher found the existing local recreational group games that are unique in Marinduque. The researcher chose this study and identified the benefits of recreational group games to physical and psychosocial wellbeing and also described the cultural identity of Marindukanon in terms of play.

Braun and Clarke (2006) distinguished between two levels of themes: semantic and latent. Semantic themes are “within the explicit or surface meanings of the data and the analyst is not looking for anything beyond what a participant has said or what has been written.” Meanwhile, the latent level looks beyond what has been said and “starts to identify or examine the underlying ideas, assumptions, and conceptualizations – and ideologies - that are theorized as shaping or informing the semantic content of the data” (Maguire & Delahunt, nd).

The researcher used latent level type of theme; through its collected data, the researcher examined the underlying ideas given by the participants, made as set of expectations based on the



collected data, and conceptualized philosophical ideas and principles from other sources that support this study.

Ethical Considerations

The data collected by the researcher from the participants especially the adults and teachers were documented for personal purposes and the confidentiality of the given data were surely secured and safe. Furthermore, in data gathering, video and audio recorded materials of the adult participants were only taken for the mere purpose of data gathering and as basis for the module output of this study.

Collaboration of the researcher and the parents became a significant part of this study as this study would not have been possible without their permission. They kindly consented to the participation of their children to the recreational games organized by the researcher. The consent forms were also directly given to the parents to discuss the purpose and importance of this study to schools, community and to their children's lives. The consent form also discussed the process and procedures of the said activities participated by their children. Only those children whose parents consented were allowed to participate.

To ensure that the children were protected from any risk of injuries during the execution of the recreational games, the researcher, with the help of some parents and other adults, did proper monitoring and guidance. Proper documentation through photos and videos were also done by the researcher as needed proof of their engagement. These were then compiled and presented in this study.

RESULTS AND DISCUSSION

After the collection of all the needed data, the researcher was able to discover five (5) games that are uniquely Marindukanon, and these are the following: Otso-otso, Alanta, Usa-Usahan, Bin-Bin, and Tinaguang Lata or Tapung Lata. The results are presented based in the order of the questions presented in Chapter 1, Statement of the Problem.

What are the recreational games found in Marinduque?

Table 4: Recreational Games found in Marinduque.

Games	Municipality
Alanta	https://ijase.org Municipality of Gasan
Bin-bin	Municipality of Santa Cruz
Otso-otso	Municipality of Gasan
Usa-Usahan	Municipality of Gasan

The table shows the traditional recreational games found in the province of Marinduque. There are 3 games in the municipality of Gasan, 1 game from Santa Cruz, and 1 game from the town of Mogpog. All in all, there are five local recreational games found in Marinduque.

How are selected local recreational games in Marinduque described in terms of:

Table 5: Classification, time/duration, materials, and mechanics of the game.

Games	Classification	Time/ duration	Materials/Equipment	Mechanics
Alanta	Group game	More than 1 hour	Sprinkler, pail, water	Included in the module
Bin-bin	Group game	More than 1 hour	None	Included in the module
Otso-otso	Group game	More than 1 hour	Sprinkler, pail, water	Included in the module
Usa-usahan	Group game	More than 1 hour	Slipper	Included in the module
Tinaguang lata	Group game	More than 1 hour	Tin can	Included in the module

The table shows the games that may be found in Marinduque along with their classification, duration, materials, and gameplay. The local games, which last longer than an hour overall, are categorized as group games. Bin-bin requires no resources, Usa-uhasan will use a slipper, while Tinaguang Lata will use a tin can. Alanta and Otso-otso have the same requirement for the equipment used in the games; players will use a sprinkler, bucket, and water. It is part of the study's output in terms of the game's mechanics.

How does local recreational game influence the following?

Influence of traditional recreational games in terms of **physical wellbeing**.

- Increased cardiovascular fitness.
- Improved cardiovascular health.
- Gains in muscle stamina and strength.
- It enhances the immune system.



- It promotes joint mobility, flexibility, and range of motion.
- It enhances balance, mobility, and coordination.
- It makes joints, muscles, and bones stronger.
- Maintain a healthy weight.
- Improve your abilities and fitness.
- Improved performance in work, play, and leisure.
- It increases mental focus and endurance.
- Enhanced motor abilities.

Influence of traditional recreational games in terms of **social wellbeing**

- Respecting authority
- Develop your patience.
- Become more sportsmanlike.
- Resilience
- Improve communication and cooperation
- A chance to meet new friends.
- You may get the chance to socialize and have fun.
- Develop self-esteem

Influence of traditional recreational games in terms of **psychological wellbeing**.

- Aids in the prevention and treatment of mental health issues.
- It elevates our mental state.
- We can unwind and sleep better as a result.
- stress reduction
- battling anxiety and sadness
- Maintain a healthy mental state.
- Regulating one's emotions.

Traditional recreational games as cultural identity.

The traditional games described in this study have their origins in the province of Marinduque and are a part of the region's intangible cultural heritage. People who have lived in the province for many years created both the game's mechanics and title.

How are the recreational games of Marinduque integrated in the DepEd Curriculum?

Table 6: K to 12 Basic Education Curriculum Scope and Sequence of Physical Education in DepEd.

Grade Level	Strands	Quarters and Topics
Grade 4	Games and Sports	Quarter 1: Target Games, Striking/Fielding games Quarter 2: Invasion Game
Grade 5	Games and Sports	Quarter 1: Target Games, Striking/Fielding games Quarter 2: Invasion Game
Grade 6	Games and Sports	Quarter 1: Target Games, Striking/Fielding games Quarter 2: Invasion Game
Grade 10	Games and Sports	Quarter 1 and 2: Active Recreation

The table shows the curriculum guide in Physical Education of the Department of Education (DepEd). It presents the grade levels, strands, quarters and topics where the local recreational games are potentially affiliated. It indicates that the local games of Marinduque will possibly fit into grades 4, 5, and 6 which have similar topics and quarters. While in grade 10, with the topic active recreation in quarter 1 and 2 are associated with this research output.

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMENDATIONS

Summary

This study sought to describe five selected Marindukanon local games in terms of game characteristics and effect to physical, social, and psychological development of student as well as the cultural dimensions. Through a qualitative multiple case study approach, interviews with players, adults and teachers, observation and reflection were carried out in various towns in Marinduque.

There were five games that were described in this study, namely: (1) otso-otso (2) alanta (3) usa-usahan (4) bin-bin, and (5) tinaguang lata. The five games show various physical wellbeing benefits such as health and fitness; psychosocial wellbeing benefits such as fun and camaraderie all promote the culture of Marindukanons. A Physical Education module about Marindukanon Traditional games was created based on the results of the study.



Conclusions

Based from the findings, the researcher identified the following conclusions:

The learning module is highly acceptable as rated by the respondents; that is, it is suited to be used as an instructional material in physical education subject for Grade 4, 5, 6 and 10;

Developing instructional materials, workbook and the like, requires in-depth study, sufficient time and effort;

Ample and varied exercises are prime components of that serve to attract the attention and arouse the interest of the students; and

Both teachers and students accepted the learning module developed by the researcher.

Recommendations

In view of the forgoing, the researcher recommends the following:

Children of Marinduque may continue to practice and propagate their knowledge and experience to other children in different towns in Marinduque to preserve and conserve the existing recreational games for the future Marindukanon.

The Community may include the existing recreational outdoor games during festivities and barangay programs for the recognition or familiarization of the games, and also to give value on the recreational games made or created by our ancestors of the past generations.

Elementary schools may integrate the local recreational games in their Physical Education subject, particularly in the first and second quarter as stipulated in the curriculum guide under the assessment of physical assessment and physical fitness implemented by the Department of Education. The said games are also most ideal for Grade 4, 5, 6, and 10.

Future researchers may continue searching other local games that are essential for the physical, psychosocial and emotional wellbeing of children.

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