

Project Tutok 3Rs (Reading, Writing, Arithmetic) in Maybancal Elementary School

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ABSTRACT

The purpose of this study was to investigate and determine the effectiveness of Project Tutok 3Rs (Reading, Writing, Arithmetic) in improving the performance of grade 4 learners and teacher's perception in Maybancal Elementary School and SPED Center. This study used quantitative types of research to determine the performance of the learners after the implementation of intervention and tested the significant difference before and after the implementation. This is also a qualitative type of research for this determined the perception of the learners after the implementation of intervention and had tested the significant difference on the perception before and after the implementation. The respondents of the study were the Grade 4 learners in Maybancal Elementary School and Sped Center. The study was conducted during the Third Quarter of the school year 2021-2022. Tracking the findings, based from the result on Mean and Paired Sample T-test, the study found that Project Tutok 3Rs increased the performance of the learners where the mean percentage of 82% increased to 90%. It was concluded that in Maybancal Elementary School, Project Tutok 3Rs has a great impact in the improvement of learner's performances in the school.

ABSTRAK

Tujuan dari penelitian ini adalah untuk menyelidiki dan menentukan efektivitas Proyek Tutok 3R (*Reading, Writing, Arithmetic*) dalam meningkatkan kinerja siswa kelas 4 dan persepsi guru di Sekolah Dasar Maybancal dan SPED Center. Guru dari berbagai negara untuk meningkatkan strategi mereka ke pendekatan yang sesuai untuk pelajar dan ruang kelas abad ke-21 selama masa pandemi. Penelitian ini menggunakan jenis penelitian kuantitatif untuk mengetahui kinerja peserta didik setelah penerapan intervensi dan menguji perbedaan signifikan sebelum dan sesudah penerapan. Penelitian ini juga merupakan jenis penelitian kualitatif karena mengetahui persepsi peserta didik setelah penerapan intervensi dan telah menguji perbedaan signifikan persepsi sebelum dan sesudah penerapan. Responden penelitian ini adalah siswa kelas 4 Sekolah Dasar Maybancal dan SPED Center. Penelitian dilakukan pada Kuartal III tahun pelajaran 2021-2022. Menelusuri temuan tersebut, berdasarkan hasil uji *Mean* dan *Paired Sample T-test*, penelitian ini menemukan bahwa Project Tutok 3Rs meningkatkan kinerja peserta didik dengan persentase rata-rata 82% meningkat menjadi 90%. Disimpulkan bahwa di SD Maybancal, Project Tutok 3Rs mempunyai dampak yang besar dalam peningkatan kinerja siswa di sekolah.

1. Introduction

With the implementation of the K to 12 Curriculum, teachers have been experiencing challenges in order to upgrade their teaching strategies to approaches that appropriate for the 21st century learner and classroom. Project Tutok 3Rs (Reading, Writing, Arithmetic) is an intervention given to the learners to focus on the basic Reading, Writing and Arithmetic and proven very significant to learners and teachers nowadays. The study aims to determine the level of performance of the learners respondents before and after exposure to Project Tutok 3Rs. This also attempt to determine the perception of teachers to the Project Tutok 3Rs in Teaching During Distant Learning in Maybancal Elementary School for the School Year 2021-2022. In the end, the researchers decided to make action

research to gain insights that would help them propose a training design that could be use in the future seminar workshops.

Project Tutok 3Rs served as teachers intervention, innovation and strategy for it will be utilized during online class. This intervention was conceptualized through Thorndike's Law of Exercise and was conducted utilizing experimental design [1], [2]. The teachers made instructional materials. like reading, writing and arithmetic materials in their power point for learners who can access by online and hard copy for the learners in modular. This mode of learning have been used by the learners and teachers during the conduct of Modular Distance Learning [3], [4]. This will attempt to increase their performances of the in the school.

Facing the new normal of education in teaching is very crucial to the part of the teacher using the different Distance Learning Modalities [5]. It is one great challenge on how to impart knowledge a teacher has to the learners having into considerations the individual capability on reaching out mostly to those learners who can't afford to have cellphone or even to buy loads to communicate with them and vice versa. Covid-19 pandemic has affected educational systems worldwide, leading to finding alternative ways of delivering to students [6]. In the new normal, schools have been facing challenges on how to collect data collection accuracy and efficiency in effect to LCP implementation [7].

It is stressed that excellent teachers most often think in terms of human dignity [8]. They attempt to aid kids to do what is appropriate, not for the sole purpose of extracting a reward, but for self-fulfillment and doing things that are ought to be done. Teaching is not just a profession, it should be utilized as a powerful way of touching the lives of the children, always uncompromising in giving the right directions and always doing what is best to inculcate not just the usual lessons taught in school but also essential knowledge that could be utilized in helping students become responsible citizens in the years to come [9].

Learning Theories and educators have demonstrated over the past two decades that student learning possess varied psychological profiles that render each unique [10]. Because of these psychological, many students are more successful with some learning techniques than others [11]. There is a strong body of research to suggest that student achievement can be further enhanced by the consistent and strategic used of specific teaching models. There are many models of teaching designed to bring about particular kinds of learning to help students become more affective [12].

Efficient and effective teachers are considered in addition to a mastery of basic skills, they are expected to demonstrate a thorough understanding of the content of their curricular areas [13]. They should be able to communicate this content material to students using methodologies that are appropriate for the age and abilities of the learners. These teachers are competent planners, seek to incorporate other disciplines into their lessons and stay abreast of changes and advancements in their specialty areas. Successful teachers are knowledgeable about multiple methods of instruction [14]. They understand level of human development, both typical and atypical, and should be able to diversify their lessons to meet the needs of learners of all ability levels. These teachers are capable classroom managers and skilled at motivating students, and they perennially asses both student and personal achievement [15]. Not only should teachers exhibit the skills necessary for communicating ideas clearly to students, but they must also communicate with parents,

other teachers, but they must also communicate with parents, other teachers, their administrators and their communities [16]. They must be open, approachable and diplomatic in conveying information. In a technologically oriented world, these teachers will use contemporary modes of communication like email and interactive websites in addition to traditional means of communication.

It is also related that effective teaching activities help to activate students' curiosity about a class topic, engage students in learning, develop critical thinking skills, keep students on task, engender sustained and useful classroom interaction, and in general, enable and enhance the learning of course content [17]. A teaching strategy is a method used to deliver information in the classroom, online, or in some other medium [18]. Effective teaching strategies help to activate students' curiosity about a class topic, engage students in learning, develop critical thinking skills, keep students on task, engender sustained and useful classroom interaction and in general, enable and enhance the learning of course content. Instructional methods and teaching methods means the same thing [19]. Teaching activities, for all practical purposes, means the same thing. Regardless of what we call such processes, they are primarily descriptions of the learning objective-oriented activities and flow of information between teachers and students. Although some may argue otherwise, to split hairs over whether such methods are meaningfully different adds nothing to the process of learning to be a teacher. Direct and indirect instructions are two main categories that many educators find useful for classifying teaching methods, but it is, as you will see, a bit more complicated than placing all instruction into two categories. Any instructional method a teacher uses has advantages, disadvantages and requires some preliminary preparation.

A study determined the effects of cooperative learning and traditional learning on the effectiveness and constraining factors of physical fitness teaching under various teaching conditions [20]. The study recommended that future research should consider the effects of motivation on peer learning. For instance, the learning motivation, self-perception, learning style, and self-esteem of a student can influence the effects of peer learning. It is required regarding the division of participants according to their capabilities. The reviewed study is similar to the present study since both studies determine the effects of employing different strategies in teaching. However, they are different on the variables they considered in the conduct of both studies.

A study researches the effect of cooperative learning on mathematics achievement and attitude towards mathematics [21]. The purpose of this study was to determine the effect of cooperative learning on mathematics achievement towards mathematics. The

two groups were pre-tested prior to the implementation. The results of this study showed that cooperative learning methods improve student's achievement in mathematics and attitude towards mathematics. The researchers concluded that cooperative learning is an effective approach, which mathematics teachers need to incorporate in their teaching. This study finds similarity in the present study since both dealt with the use of cooperative learning strategy. However, the reviewed study focused face to face learning modality while the present study is on modular distance learning.

The purpose of this study was to investigate and determine the effectiveness of Project Tutok 3Rs in improving the performance of grade 4 learners and teacher's perception in Maybancal Elementary School and SPED Center. In the end, the researchers decided to make action research to gain insights that would help them propose a training design that could be use.

2. Research Method

The respondents of the study were the Grade Four learners in Maybancal Elementary School and SPED Center for a total of 145 learner's respondents. The study was conducted during the Third Quarter of the school year 2021-2022. The selected learner's respondents will be exposed to Project Tutok 3Rs and will be measured by T-test and LOA while the teacher respondent's performance will be measured their perceptions.

Prior to conduct of the study, the researchers asked permission from the respondents, the teachers, the school head and the PSDS's of MSO. They also consulted the school head and the Master Teachers of the school. The researcher also asked permission to use Project Tutok 3Rs as intervention in the study. The researchers also ensured that the confidentiality and anonymity of the participants are secured by making the setting of the google form private only to themselves.

This study will be using mean to identify the performance of the learners after the implementation of intervention. Furthermore, to identify the perception of pupils after the implementation of intervention, this study will be using median. To test the significant difference between the performance of students before and after the intervention, this study will be using Paired Sample T-test. On the other hand, this study will be using Wilcoxon Sign Rank Test to identify the significant difference between the perception of the students before and after the implementation of the intervention.

3. Result and Discussion

3.1. Result on Learner's Performance

Result on learner's performance after the implementation of Project Tutok 3Rs can be seen on Table 1 and Table 2.

Table 1. Statistic for learner's performance

N	Valid	6
	Missing	1
Mean		90.0

Table 2. Result on learner's performance

		Frequency	Percent	VP	CP
Valid	89.00	2	28.6	33.3	33.3
	90.00	2	28.6	33.3	66.7
	91.00	2	28.6	33.3	100
	Total	6	85.7	100	
Missing	System	1	14.3		
Total		7	100.0		

Where VP is valid percent and CP is cumulative percent. From these two tables, it can be concluded that there is an increase in the performance of the learners after the implementation of intervention.

3.2. Result of Perception of Teachers

For the result on perception of teachers, the data can be seen on Table 3 and 4.

Table 3. Statistic for teacher's perception

N	Valid	6
	Missing	1
Median		4.0

Table 4. Result on teacher's perception

		Frequency	Percent	VP	CP
Valid	3.00	2	28.6	33.3	33.3
	4.00	4	57.1	66.7	100
	Total	6	85.7	100	
Missing	System	1	14.3		
Total		7	100.0		

Where VP is valid percent and CP is cumulative percent. From these two tables, it can be concluded that there is an increase in the perception of the teachers after the implementation.

3.3. Difference of performance on students

Performance difference on students can be seen using paired sample statistic that shown on Table 5.

Table 5. Paired sample statistic for difference of performance on students

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Before	85.33	6	.81650	.33333
	After	90.00	6	.89443	.36515

The result from weighted mean before the implementation of intervention was 85.3%. However, after the implementation, the weighted mean resulted to 90% and had an increase of 4.7. This means that the intervention before and after the implementation was effective.

For knowing how significant the difference, we need to calculate the Sig 2-tailed by using paired sample

correlation and paired sample test which can be seen from Table 6 and Table 7.

Table 6. Paired sample correlation for difference of performance on students

	N	Correlation	Sig.
Pair 1 Before & After	6	.247	.599

Table 7. Paired sample test for difference of performance on students

	Mean	StD	StEM	Paired Difference 95% Confidence Interval of the Difference	t	df	Sig (2-tailed)
Pair 1 Before - After	-4.667	1.033	.422	Lower -5.751 Upper -3.583	-11.069	5	.000

Where StD is std. deviation and StEM is std. error mean. There is a significant difference between the performance of the students before and after the implementation of intervention. Based from the result, the Sig (2 tailed) was 0.000 or 100% level of significance.

3.4. Difference of perception on teachers

The difference of perception on teacher can be seen by using Wilcoxon Signed Ranks Test which can be seen on Table 8.

Table 8. Wilcoxon Signed Ranks Test

	N	MR	SoR
B2A2 NR	6 ^a	3.50	21.00
PR	0 ^b	.00	.00
Ties	0 ^c		
Total	6		

Where MR is mean rank and SoR is sum of ranks. B2A2 is before2-after2. NR is negative ranks and PR is positive ranks. Symbol a on superscript means before2<after2, b means before2>after2 and c means before2=after2. After this, we need to get Asymp sig (2-tailed) by using test statistics from Wilcoxon test before which can be seen on Table 9.

Table 9. Test statistic based on Wilcoxon test

	Before2-After2
Z	-2.271
Asymp sig (2-tailed)	.023

The result from the perception based from the result of perception after the implementation, the Asymp. Sig (2 tailed) was .023 or 1% level of significant. This means that the perception before and after the implementation was effective. There is a significant difference between the perception of the teachers before and after the implementation of intervention.

4. Conclusion

There is an increase in the performance of the learners after the implementation of intervention after the implementation. There is also an increase in the perception of the learners after the implementation. As for the difference, there is a significant difference between the performance of the students before and after the implementation of intervention. There is also a significant difference between the perception of the students before and after the implementation of intervention.

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