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Assessing Students Performance Through Observational and Instructional Learning in The New Normal

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ABSTRACT

The main purpose of this study was to investigate the performance of the students in the new normal through observational and instructional learning. This study used a quantitative research design to make it possible and achievable. The researchers choose a descriptive – correlational design to correlate the difference between the levels of performance in the observational and instructional learning of the Bachelor of Physical Education students in Sultan Kudarat State University ACCESS CAMPUS. The study used the total population sampling in determining the samples of the study. The researchers have surveyed all the students of Bachelor of Physical Education 2nd year with a total of 33 participants in Sultan Kudarat State University and used a survey questionnaire via Google forms provided by the researchers following the new normal protocol. The results revealed that observational learning was rated very high as most of the respondents strongly agree with the use of observation. The instructional learning was rated high that most of the students rely on both observation and instruction given by the teachers. The students increase the overall performance and have a big effective contribution in acquiring and imparting knowledge and skills to the students despite the new learning. Our analysis showed that there is no significant difference between observational and instructional learning in the level of the performance of the students, therefore, the observational and instructional learning in the new normal has a greater contribution in assessing students' performance.

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1. INTRODUCTION

The CoVID-19 pandemic has forced the closing of schools all over the world. The pandemic has created the largest disruption of education systems in human history, affecting nearly 1.6 billion learners in more than 200 countries (Pokhrel & Chhetri, 2021). Hence, the pandemic required teachers to work in new ways, teaching online and adapting teaching styles to a locked-down world. The widespread CoVID-19 pandemic in the Philippines brings a lot of challenges to the individual that may be impeded to the learning process of the students. The stoppage of face-to-face classes added problems to the students and teachers. The sudden shift in the teaching and learning modality added burden and pressure to the school owner (Ancheta & Ancheta, 2020). This condition minimizes the interaction between students and teachers, specifically via observing and modeling, while allowing students to learn without the professors' presence. Found that observational learning has a significant influence on self-efficacy for physical activity.

Due to the lack of personal interaction in the learning process, Sultan Kudarat State University is having difficulty with students and teachers meeting in schools. Instead, the institution makes use of technological advances to create an online learning environment. Teachers and students of Bachelor of Physical Education (BPED) face new problems in school as a result of the new normal, particularly in observational and instructional learning. Observational learning is a type of learning that happens as students observe a model. The learner learns by observing the behaviors of others. To help students become independent and strategic learners, instructional learning or instructional strategies are used by teachers. Students individually choose the right strategy and use them successfully to achieve tasks or reach goals.

The subject of physical education is taught in school with a focus on enhancing the students' physical health and for better understanding and demonstration of skills and movement using observation and instruction provided by the teacher. There are many learning theories, such as classical conditioning and operant conditioning that emphasize how direct experience, reinforcement, or punishment lead to learning. However, a great deal of learning happens indirectly. Information can be conveyed to observers in three ways: through physical demonstration of specific behavior (behavioral modeling), through indirect pictorial representation (symbolic modeling, e.g., videos), and through the verbal description of behavior (verbal modeling) (Bajcar & Babel, 2018). To determine the level of students' performance in the observational and instructional learning in the new normal, this study was conducted at the College of Teacher Education of Sultan Kudarat State University – ACCESS Campus at EJC Montilla, Tacurong City, Sultan Kudarat.

2. METHOD

The method in this study uses a quantitative research design with a total population sampling technique and uses a descriptive – correlational design.

3. RESULTS AND DISCUSSION

Table 1 showed that the level of the students' performance in PE classes in Observational Learning was very high with a grand mean ($m = 3.25$). As indicated in the study of Laguna, (2000) groups exposed to model demonstrations were superior in cognitive representation scores (spatial and timing) and performance accuracy (both immediate and retention). **Table 2** showed that the level of students' performance in instructional learning was rated high with

a grand mean (m = 2.92). The students treated tended to have higher learning results using lecture-discussion and group discussion teaching techniques and strong teaching talents.

Table 1. Mean Rating and Interpretation of the level of performance of the BPED Students in observational learning.

Indicators	Mean	Description	Interpretation
I can remember best by watching a lecture that includes modeling, demonstration, and practice.	3.24	Agree	High
I can easily follow the given instructions and procedures when performing exercises in observational learning	3.18	Agree	High
I prefer to see information by watching a recorded video demonstration in performing basic dance steps rather than by writing on the board/paper.	3.15	Agree	High
I feel motivated to learn in observational learning.	3.00	Agree	High
I can remember best by actual practice several times.	3.42	Strongly Agree	Very High
I can easily understand and follow directions when I see them to others.	3.42	Strongly Agree	Very High
I prefer to learn by doing something in class.	3.30	Strongly Agree	Very High
I follow actual demonstration better than oral/written directions.	3.36	Strongly Agree	Very High
Observational learning stimulates my eagerness to learn.	3.15	Agree	High
I learn better by observing others.	3.27	Strongly Agree	Very High
OM	3.25	Strongly Agree	Very High

Note. N= 33, OM – Overall Mean, 1.00-1.74 –Very Low; 1.75-2.49 –Low; 2.50-3.24 –High; 3.25-4.00 –Very High.

Table 2. Mean Rating and Interpretation of the level of performance of the BPED Students in Instructional learning.

Indicators	Mean	Description	Interpretation
I can remember best by listening to a lecture that includes information, explanations, and discussions.	3.21	Agree	High
I can easily follow the given instructions and procedures when performing exercises in instructional learning.	3.03	Agree	High
I prefer to see information written on the board/paper in performing dance steps, rather than by watching a recorded video demonstration on the internet.	2.67	Agree	High
I feel motivated to learn in instructional learning.	2.97	Agree	High
I can remember best by writing things down several times.	3.09	Agree	High
I can easily understand and follow directions on written instruction.	2.82	Agree	High
I prefer to learn by reading something in class.	2.97	Agree	High
I follow oral/written directions better than actual demonstration.	2.73	Agree	High
Instructional learning stimulates my eagerness to learn.	2.91	Agree	High
I learn better just by reading material on the internet	2.76	Agree	High
OM	2.92	Agree	High

Note. N= 33, OM- Overall Mean, 1.00-1.74 –Very Low; 1.75-2.49 –Low; 2.50-3.24 –High; 3.25-4.00 –Very High.

Table 3 revealed that there are no significant differences between observational learning and instructional learning, the computed correlation (r =-.0332) is less than the critical value of (0.349) at a 0.05 level of significance. It simply means that the level of students’ performance in observational learning is not significantly different from instructional learning. In the study of [Kniep and Janssen \(2014\)](#) on the Effects of Observational Learning on Students’ Use of and Attitude towards Reading and Learning Strategies, it revealed that there were no significant differences found (p < .05), but experimental group (observe and

evaluate) tends to report more metacognitive learning experiences than the control group (direct instructions and practice).

Table 3. A significant difference in the Level of Performance of the BPED Students between Observational and Instructional learning.

Variables	Mean	SD	r- Value	Sig. (2-tailed)	Interpretation
Observational Learning	3.25	0.1335			
Instructional Learning	2.92	0.1713	-0.0332	0.349	Not Significant

Level of significance, α 0.05

4. CONCLUSION

Based on research findings, it is concluded that students' performance in observational learning is very high and that the majority of respondents learn better by using their observation in the learning process in this new normal. The level of students' performance in instructional learning was interpreted high as the majority of the students would not rely only on their observations. The use of observations and instruction increases the students' overall performance. It was reflected on the result that there is no significant difference between the students' performance in observational learning and instructional learning. Therefore, observational learning and instructional learning are effective and contributed greatly to imparting knowledge and for the enhancement of skills of the Physical Education students in the new normal.

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6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

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