



## **Team-Based Learning Strategy in Enhancing the Dance Performance in Folk Dance of Grade Six Learners**

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### **ABSTRACT**

The study aims to assess the impact of team-based learning strategies on their skills performance at Candelaria Elementary School 1 & 2 in Candelaria West District. Specifically, it sought to answer questions on students' dancing performance level before the use of TBL Strategy, students perceive the effectiveness of the TBL strategy in improving their dancing skills, students' dancing performance level after the use of the TBL strategy, and the significant difference in the dancing performance before and after the use of TBL strategy. The research approach used is Quasi-Experimental Design. This study involves an experimental group (using TBL) over a specific duration. The design is deemed appropriate since the aim of the study is to measure the effectiveness of the TBL strategy in improving their dancing skills. The researcher compared the pre-test and post-test scores using statistical methods to evaluate the level of TBL on skills performance. The result of rubrics assessment has been tallied to identify the effectiveness of the TBL strategy in improving their dancing skills. To determine the difference, whether it is significant or not, a paired t-test was used at 5% level of significance. It is recommended that Future Researchers may ensure sample diversity and adequate size because a diverse and adequately sized sample enhances the generalizability of your findings. This includes students of different backgrounds, skill levels, and learning styles where possible.

Keywords: Physical Education, skill performance, folkdance

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### **1. Introduction**

The quest for better educational results has forced the educators to think beyond simplistic teaching strategy so that the students could develop vital skills while learning cooperatively. Among these is Team-Based Learning (TBL), one that lately became very popular, whereby the emphasis is placed on cooperative problem-solving and interaction among students. The present research focuses on the efficiency of TBL for skills in folk dancing among Grade 6 students of Candelaria Elementary School 1 & 2, anchored on the contemporary educational theories that will be used as the paradigm of this research. The researcher wanted to assess the effectiveness and the efficiency of BL strategy among the learners as one of the new strategies that can be incorporated in the classroom setting. This includes not only enhancing the dancing skills performance of the students but to assessing their learning competencies in a way that will help in improving their MPS. This study focuses on two sections out of six sections with heterogeneous students. This is because in recent years, these sections have been at the bottom of the results. Through the help of the TBL strategy, the researcher is hoping for improvement and enhancement of 6 of the students that the researcher can continuously use if proven to help the students thoroughly.

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### **2. Literature Review**

Team-Based Learning has been shown to enhance skill acquisition and engagement across educational contexts. Studies by Michaelsen et al. and Freeman et al. support the strategy's application in physical education, where teamwork and peer feedback are crucial. Research also highlights its role in fostering cultural appreciation and confidence in performing arts. Technologies like wearable devices and AI-supported feedback systems further augment the learning experience.

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### **3. Methodology**

The study utilized a quasi-experimental design with purposive sampling of 90 Grade Six students from sections 6-Carnation and 6-Anthurium. Data were gathered through pre-tests and post-tests using rubrics and surveys on TBL effectiveness. Statistical analysis included means, standard deviations, and paired t-tests at 5% significance.

## 4. Results and Discussion

This includes tables that present the data of the findings in the study with their respective interpretation which is purposely to assess the impact of team-based learning strategies on the skills performance of Grade Six learners of Candelaria Elementary School 1 & 2 under Candelaria West District, Candelaria, Quezon.

### 4.1 Demographic Profile of the Respondents

Table 1 .

Gender	Frequency	Percentage
Male	39	43.33
Female	51	56.67
Total	90	100.00

Based on the demographic profile of the respondents, it was recorded that 39 are males, 51 are females with a total of 90 respondents. Students were assigned to teams using a transparent process to ensure there are no pre-existing friendship groups-based teams, and to ensure each team has a diverse mix of students (eg. background knowledge, gender mix, education, training)]. Although random allocation methods are likely to prevent self-forming groups of friends, such methods may not adequately achieve the required diversity of learner characteristics within each team. Guidelines recommend that student teams “stay together for as long as possible”, to enhance team dynamics, trust and diversity of resources within the group, continuity of learning and cohesiveness of teams.

### 4.2 Student Performance Before TBL Strategy

Table 2 .

Score	Frequency	Percentage	Verbal Interpretation
10	0	0	Highly Effective
9	0	0	Strongly Effective
8	0	0	Strong Effective
7	19	21.11	Effective
6	37	41.11	Neutral to Positive
5	19	21.11	Neutral
4	6	6.67	Neutral to Negative
3	7	7.78	Strong Not Effective
2	2	2.22	Strongly Not Effective
1	0	0	Highly Not Effective
Total	90	100	

This distribution clearly shows that most students are performing at an average level, with no students excelling and a significant number struggling. The absence of high-performing learners suggests that the existing teaching methods are not effectively promoting deeper understanding or encouraging academic excellence.

Despite 7 being the highest score, it only represents 21.11% of the total possible score, indicating that even the best-performing students are not reaching their full potential. This highlights the need to implement the TBL strategy, which emphasizes active learning, collaboration, and critical thinking. TBL encourages students to engage more deeply with course content, work effectively in teams, and support one another's learning, which can lead to improved comprehension and higher performance. By shifting to a more interactive and student-centered approach, TBL has the potential to not only raise the performance of struggling learners but also push average students beyond their current plateau, ultimately resulting in better academic outcomes for all.

### 4.3 Perceived Effectiveness of the TBL Strategy

Table 3. Perceived Effectiveness of the TBL Strategy as to Understanding and Engagement

Indicators	Mean	Std. Deviation	Verbal Interpretation
1. I understand the purpose of using TBL in our	4.62	0.55	Highly Effective
2. The instructions for TBL activities were clear.	4.62	0.46	Highly Effective
3. I found the TBL process enjoyable.	4.57	0.64	Highly Effective
4. TBL made the learning environment more	4.62	0.55	Highly Effective
5. I stayed focused during TBL sessions.	4.51	0.52	Highly Effective
6. TBL activities increased my interest in learning	4.57	0.64	Highly Effective
7. TBL helped me take learning more seriously.	4.69	0.47	Highly Effective
8. I was motivated to contribute to my team.	4.62	0.55	Highly Effective
Overall	4.61	0.55	Highly Effective

*Legend: 4.50 – 5.00 highly effective; 3.50 – 4.49 effective; 2.50 – 3.49 neutral/undecided; 1.50 – 2.49 not effective; 1.00 – 1.49 highly not effective*

The consistently high scores across all indicators demonstrate that students perceived the TBL strategy as significantly beneficial in improving their understanding and engagement, particularly highlighting the clarity of instructions, increased motivation, and a more enjoyable and engaging learning environment. In terms of understanding, TBL helps students to retain and apply information more effectively. Haidet, Morgan, and O'Malley (2012) found that students perceive TBL as instrumental in helping them grasp complex concepts, as the collaborative nature of the strategy allows for clarification of doubts and exposure to diverse perspectives.

As to understanding, according to Sweet and Michaelsen (2012), the active nature of TBL sessions increases student motivation, focus, and enjoyment.

**Table 4. Perceived Effectiveness of the TBL Strategy as to Collaboration and Team Dynamics**

Indicators	Mean	Std. Deviation	Verbal Interpretation
1. I felt comfortable working with my team during TBL activities.	4.57	0.64	Highly Effective
2. My teammates were supportive and respectful.	4.62	0.55	Highly Effective
3. Team collaboration improved the overall learning experience.	4.63	0.48	Highly Effective
4. I learned new dance techniques from my teammates.	4.62	0.49	Highly Effective
5. I received constructive feedback from my team.	4.57	0.64	Highly Effective
6. TBL encouraged good communication among us.	4.68	0.47	Highly Effective
7. TBL helped me develop better teamwork skills.	4.66	0.56	Highly Effective
8. I feel that working in a team helped reduce my fear of making mistakes.	4.57	0.64	Highly Effective
Overall	4.62	0.49	Highly Effective

*Legend: 4.50 – 5.00 highly effective; 3.50 – 4.49 effective; 2.50 – 3.49 neutral/undecided; 1.50 – 2.49 not effective; 1.00 – 1.49 highly not effective*

Students felt comfortable working with peers, received constructive feedback, developed teamwork skills, and experienced improved communication within their teams. There is effective communication which is an essential element for team success. There are slightly varied experiences, possibly due to individual differences in confidence or group dynamics.

According to Michaelsen and Sweet (2011), TBL creates a structured environment that promotes accountability, communication, and interdependence among students. These elements are critical for developing strong team cohesion and enhancing the learning experience. Students benefit from diverse perspectives, shared responsibilities, and peer learning, all of which contribute to a supportive and effective team environment.

**Table 5. Perceived Effectiveness of the TBL Strategy as to Skill Development and Performance**

Indicators	Mean	Std. Deviation	Verbal Interpretation
1. TBL helped me improve my coordination in dance	4.57	0.64	Highly Effective

2. I became more confident in performing dance routines through TBL.	4.62	0.55	Highly Effective
3. TBL helped me retain dance steps more effectively.	4.62	0.55	Highly Effective
4. TBL improved my ability to interpret choreography.	4.62	0.49	Highly Effective
5. I was able to apply the dance techniques learned through TBL.	4.62	0.55	Highly Effective
6. TBL helped me improve my timing and rhythm.	4.62	0.49	Highly Effective
7. I made noticeable progress in my dancing due to TBL.	4.62	0.55	Highly Effective
8. I can perform more confidently in front of others because of TBL.	4.57	0.64	Highly Effective
Overall Mean	4.61	0.56	Highly Effective

*Legend: 4.50 – 5.00 highly effective; 3.50 – 4.49 effective; 2.50 – 3.49 neutral/undecided; 1.50 – 2.49 not effective; 1.00 – 1.49 highly not effective*

Students found TBL most effective in helping them retain and apply what they learned, as well as in boosting their confidence and technical growth. Although still rated as highly effective overall, these slightly lower scores imply that while TBL positively influenced these areas, learners may have found personal coordination and public performance to be more challenging or influenced by additional factors outside the TBL strategy.

A related study by Michaelsen and Sweet (2008) supports these findings, highlighting that Team-Based Learning promotes active engagement, deeper understanding, and improved performance outcomes. Their work emphasizes that TBL helps learners not only acquire knowledge but also develop essential skills through structured collaboration and application, aligning well with the observed outcomes in the dance performance context.

**Table 6. Perceived Effectiveness of the TBL Strategy as to Critical Thinking and Problem Solving**

Indicators	Mean	Std. Deviation	Verbal Interpretation
1. TBL helped me analyze my dance performance more critically.	4.62	0.49	Highly Effective
2. I became better at identifying my own mistakes.	4.57	0.64	Highly Effective
3. TBL helped me understand how to correct my errors.	4.57	0.64	Highly Effective
4. TBL encouraged me to think creatively during choreography tasks.	4.62	0.55	Highly Effective
5. I learned to solve performance-related problems through team discussions.	4.62	0.49	Highly Effective
6. TBL enhanced my ability to give and receive feedback.	4.62	0.55	Highly Effective
Overall	4.6	0.56	Highly Effective

*Legend: 4.50 – 5.00 highly effective; 3.50 – 4.49 effective; 2.50 – 3.49 neutral/undecided; 1.50 – 2.49 not effective; 1.00 – 1.49 highly not effective*

These results suggest that students found the collaborative and reflective nature of TBL highly beneficial in developing deeper cognitive processing and team-based problem-solving abilities. The slightly lower scores may indicate that learners found personal reflection and self-correction more challenging than group-based or creative tasks, which may require further instructional support or time to develop.

A relevant study by Allen, Donham, and Bernhardt (2011) supports these findings. Their research emphasizes that TBL creates a learning environment where students actively engage with content, collaborate to solve real-world problems, and refine their critical thinking through peer feedback. This aligns with the results in Table 5, which demonstrate that learners perceived TBL as an effective tool for enhancing both analytical and collaborative problem-solving skills in a performance-based setting.

**Table 7. Perceived Effectiveness of the TBL Strategy as to Comparison to Traditional Learning**

Indicators	Mean	Std. Deviation	Verbal Interpretation
1. TBL is more effective than traditional dance instruction.	4.57	0.64	Highly Effective
2. I learn faster through TBL than through lectures or demonstrations alone.	4.62	0.49	Highly Effective
3. I feel more satisfied with my learning when using TBL.	4.62	0.49	Highly Effective
4. TBL helps me remember dance routines better than solo practice	4.57	0.64	Highly Effective

5. I would prefer more classes using the TBL strategy.	4.62	0.49	Highly Effective
Overall	4.6	0.55	Highly Effective

**Legend:** 4.50 – 5.00 *highly effective*; 3.50 – 4.49 *effective*; 2.50 – 3.49 *neutral/undecided*; 1.50 – 2.49 *not effective* ; 1.00 – 1.49 *highly not effective*

These high ratings reflect students' appreciation for the interactive and collaborative nature of TBL, which likely fosters deeper understanding and greater motivation. The slightly lower scores suggest that some students may still value traditional or individual learning experiences for specific aspects of dance, such as routine memorization or foundational instruction.

A supporting review of literature by Haberyan (2007) highlighted that TBL promotes greater student accountability, participation, and satisfaction compared to traditional lecture formats. His study revealed that students not only performed better but also reported a stronger sense of learning ownership under TBL structures. This aligns with the findings in Table 6, where learners expressed both improved outcomes and a preference for TBL over traditional learning methods.

#### 4.2 Students' Dancing Performance Level After TBL Strategy

**Table 8. Students' Dancing Performance Level After TBL Strategy**

Variables	Mean	Std. Deviation
1. Posture	3.27	0.78
2. Alignment	3.61	0.67
3. Balance	3.61	0.55
4. Coordination	3.39	0.55
5. Control	3.42	0.56
6. Flexibility	3.28	0.62
7. Mobility	3.49	0.57

**Legend:** 4.50 – 5.00 *highly effective*; 3.50 – 4.49 *effective*; 2.50 – 3.49 *neutral/undecided*; 1.50 – 2.49 *not effective* ; 1.00 – 1.49 *highly not effective*

Students demonstrated strong abilities in maintaining stability and correct body positioning. This suggests that the TBL strategy effectively fostered improvements in these specific aspects of dance performance, likely through collaborative learning and peer feedback mechanisms inherent to TBL.

Conversely, Posture implies that students showed relatively weaker performance in maintaining proper body structure and form. This finding may point to the need for more focused training or individualized instruction in this area, as posture is foundational to dance technique and may not be as easily developed through group-based learning alone. The results align with findings from Michaelsen and Sweet (2008), who asserted that Team-Based Learning enhances student engagement, accountability, and application of knowledge through structured team activities. In the context of dance education, TBL provides a dynamic environment that encourages experiential learning, peer evaluation, and immediate feedback, all of which are conducive to improving technical and expressive competencies in dance.

#### 4.4 Before and After Implementation of TBL Strategy

This includes if there is a significant difference in the dancing performance before and after the use of TBL strategy among the grade six learners.

**Table 9. Before and After Implementation of TBL Strategy**

variable	Pretest		Posttest		t	df	Sig. (2-tailed)
	Mean	SD	Mean	SD			
Performance	6.56	0.84	9.67	0.47	-30.71	141	0.000

This result suggests that TBL had a positive and transformative effect on the students' ability to perform dance movements with greater accuracy, coordination, and confidence. The strategy's collaborative nature likely encouraged active engagement, peer interaction, and shared responsibility, which are crucial in enhancing not only cognitive understanding but also physical execution in performance-based subjects like dance. Furthermore, the significant improvement demonstrates that TBL can address varying learning needs by promoting inclusivity and consistent progress among students. By engaging in team discussions, practice sessions, and feedback exchanges, learners were able to deepen their understanding of dance techniques and refine their performance skills. Therefore, the significant difference observed serves as evidence that TBL is an effective instructional approach for fostering both individual growth and collective achievement in dance education. This finding is supported by the study of Parmelee et al. (2012), who emphasized that Team-Based Learning promotes accountability, critical thinking, and cooperative learning, leading to improved academic performance across various

disciplines. In the context of dance education, these principles translate into better skill development, stronger group dynamics, and more effective performance execution.

## 5. Conclusions

Therefore, this study indicates that team-based learning (TBL) significantly improves learners' performance in folk dance. This strategy fosters collaboration, active engagement, and peer support, which enhances skill acquisition and confidence. The hypothesis testing showed a significant difference between the experimental group's pre- test and post-test scores, skill performances, confirming the TBL's effectiveness. This significance arises because TBL creates a more interactive and motivating learning environment than traditional methods, leading to measurable improvement in learners' performance.

## 6. Recommendations

Based on the findings and conclusions, the following recommendations were offered.

- 6.1 Physical Education teachers may encourage student self and peer assessment: because teaching students how to evaluate their own and others' performances promotes critical thinking, responsibility, and deeper learning.
- 6.2 School Heads may support a Research-Friendly Environment by encouraging a school culture that values evidence-based practice and continuous improvement. Providing time, space, and access to research promotes professional growth and enhances teaching strategies. Also, they may ensure that all research conducted within the school adheres to ethical standards, including obtaining parental consent, ensuring student confidentiality, and always prioritizing student well-being.
- 6.3 Future Researchers may ensure sample diversity and adequate size because a diverse and adequately sized sample enhances the generalizability of your findings. Include students of different backgrounds, skill levels, and learning styles where possible. They may focus on posture because it is an area that may need additional support because it shows low effectiveness even though it is effective. At least try to use other instructional strategies that will help the area to improve and progress.
- 6.4 Future Researchers may create differentiated activities that will cater the negative feedback to improve and have a positive impact on the student.

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