



BRIDGING THE GAPS: VALUE INTEGRATION PLATFORM (VIP)

SHERYL G. LLAGUNO

Teacher III

ABSTRACT

This study was conducted to assess the effectiveness of using educational videos in enhancing character formation among the learners of Mabini Central School. This also aims to address the dilemma of providing sufficient exposure through situational experiences which will serve as good examples of values and character foundation. In addition, it seeks to describe the development of value-based interactive multimedia through video stories needed for the formation of learners' character.

Thirty-three (33) teachers of Mabini Central School were considered in this research from which a variety of online and self-made videos were crafted and utilized among pupils. Said platform was intended to bridge the gap of addressing the need to strengthen value formation among learners.

Mixed methods of research were used through survey questionnaires and personal interviews. Virtual focused group discussion was also done to supplement the needed data that will contribute to the validity of the study.

The result of the study reveals that using educational videos promotes positive attitude among learners. Infusion of values integrated in the videos was evidently translated to how the learners behave and interact with family members. The way they communicate with learners and peers shows manifestation that good manners watched from videos had been inculcated in their hearts and minds. It was found out that providing an effective media platform will somehow fill

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in the gaps needed to improve learners' value formation. Access to educational videos can help motivate students and create a positive effect in their character and attitude.

A plan of action is crafted and proposed so as to provide a synchronized guideline in using and crafting video stories among learners that will possibly address all the underlying gaps encountered relative to value development and improvement.

With the findings identified, it is highly hoped that further implementation of this result be disseminated and shaped to a bigger group of mentors.

I. Context and Rationale

Values education as a part of the school curriculum is the process by which values, attitudes and habits are formed as the learner interacts with his environment under the guidance of the teacher. It is essential in developing the character and attitude of a learner for it gives a positive direction to the pupils to shape their future and even helps them to know their purpose in life. Value education also helps pupils to become more responsible and sensible in their learning and interacting with others at home or in any education setting.

With the absence of face to face classes, the Department of Education conceptualized the Learning Continuity Plan which directs all schools to provide continuity of learning while children are at home. In this regards, value inculcation is still given emphasis in the delivery of learning. Educators should be enlightened that pupils learn the values the way they were taught and the way teachers live to what they know, thus the need to understand this and their role in the value formation of each child entrusted to them.

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As stipulated in DepEd Order No. 31 s. 2012 entitled, Policy Guidelines on the Implementation of the K to 12 Curriculum, details are being provided which includes Edukasyon sa Pagpapakatao as one of the learning areas to be given corresponding implementation and careful consideration. It then stresses that schools must offer relevant experiences and curriculum to their learners so that they would be able to face the challenges and realities of life.

Edukasyon sa Pagpapakatao should be delivered through clear, distinct, specific, and concrete character-building activities, such as role playing in the classroom, community immersion activities, school-initiated values formation activities, simulated activities, and other forms of experiential learning. It shall inculcate among the learners the concepts of human dignity, respect for oneself, and giving oneself to other in the spirit of community, for the effective and holistic development of the decision-making skills of the child, such as caring for oneself, giving concern for others, according proper respect to people, upholding discipline and order, cultivating sincerity, honesty, obedience, and above all, love for country.

Based on the regular communication with learners and parents, it has been revealed by parents that one of the problems they experienced at home is their children's character which is different the way they have when in school. Proper character and the right attitudes seems to be missing. Majority of the teachers also testified that their learners' behavior had changed as evident and experienced during the online kumustahan they had. The way they responded to teachers lacks respect, sincerity and concern for others.

Teachers in school takes responsibility not only in the learning process of pupils but also their character and value formation. But the challenge for all educators in the new normal setting in education is how to communicate and impart values without face to face learning. This is where utilization of educational videos can help educators in promoting and developing their

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pupils' character and values. Instructional multimedia should involve learners in its creation and utilization as to elevate their creativity and character.

Through educational videos, specifically video stories for developing learners' value formation, provides sufficient exposure and giving situational experiences to serve as good examples of values and character foundation.

II. Literature Review

There is an escalating concern for educators today brought by the demands of the 21st century aggravated by the new normal conditions for a fresh approach to teaching and learning across the levels of education. Educators want to improve what and how they had been doing mainly on the teaching learning needs to help learners get through the challenges of this time successfully.

The school as an educational institution responsible for shaping younger generation for future leaders holds a very essential role in the formation of learners' moral character, personal discipline, right attitude, and habits.

The current educational setting which brought by the pandemic made it difficult to implement face to face teaching and learning but on the other hand, this crisis has stimulated innovation within the education sector. Innovative approaches were developed in support of education and training continuity.

Throughout the history of human and social development, storytelling has been used as a tool for the transmission and sharing of knowledge and values, because it is a natural and yet

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powerful technique to communicate and exchange knowledge and experiences. Its application in the classroom is also not new; and in relation to the use of story telling in the classroom Behmer stated, "Storytelling is a process where students personalise what they learn and construct their own meaning and knowledge from the stories they hear and tell" (Behmer,2015).

Bekmurat, et al. (2020) indicated that computer technology and the Internet are both boundless even a small boy has already been equipped with a device or a cell phone. It is no surprise that new innovations have been part of the cycle of teaching and learning. Chua, Sibbaluca, Mack, et al. (2020) suggested using the Virtual Learning Environment (VLE) as a technical tool for promoting the process of teaching and learning. According to them, teachers should be innovative in developing such an analytical learning atmosphere that will best fit the needs of today's generation of students.

According to E.R. Chua, B.G. Sibbaluca, R.D. Miranda, et al. (2020) teachers' motivation plays a vital role in providing the best strategies for students, whether online or traditional classroom. It is evident that teachers who have been positive in the use of ICT are those who are motivated to learn the new technology and its application and implementation in teaching.

Digital storytelling can thus enhances learners' motivation, and helps teachers in building constructivist learning environment that encourages creative problem solving. In addition, it also can be used to facilitate integrated approaches to curriculum development, and engage learners in higher order thinking and deep learning (Dakich, 2012).

Video-based learning has been used as an educational tool to assist in classroom teaching, with earliest usage noted during the Second World War (Yousef et al. 2014). A number of recent advances, most notably the rapid growth in access to high speed internet through homes,

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schools and personal devices such as tablets or smartphones, have had a significant impact in changing the learning environment and accelerating video use in education. The researcher noted an “explosion” in online courses and a rapidly changing comprehension of how video can be used effectively to enhance learning (Schneps et al. 2010).

Combination of video and text makes sense, as it was believed that video is effective for more than simply showing dynamic processes. Video itself is a tool for learning that when properly applied obtains extensive benefits. It’s also a medium for collaboration, and a language unto itself that is of universal appeal (A.D. Greenberg, et al., 2012)

It is likely that the rise of some changes in educational practice, such as distance education, online learning and blended learning, has been the response to the integration of computers and the Internet to the new generation’s lives (Tanim, et al. 2011)

Therefore, the mission of this research is to combine all these methods and to create a methodology of using video stories to integrated and teach values to the pupils using the technology which the new generation and the new normal setting of education needed. The outcomes of this action research aim to help teachers tap into the power of using videos and technology to integrate values that will shape the character of the learners and to reach and connect with pupils making them partake in a more engaged teaching and learning process.

III. Action Research Questions

This study aims to determine the efficacy of utilizing video stories in the value formation of pupils at Mabini Central School.

Specifically, this study sought answers to the following questions:

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1. What are the benefits of using video lessons?
2. What are considered by teachers in choosing videos for learners viewing?
3. In what ways does using video stories enhance value formation?
4. What plan of activities maybe proposed to sustain the use of video stories?

IV. Innovation, Intervention and Strategy

The proposed plan of activities in this study will be considered valuable for the improvement of learners' value formation, character, and attitude. Likewise, the findings will enhance the teachers' strategy in teaching and instilling values to pupils using video stories. A learning hub will be established wherein learners can have access of video stories. While at home, their parents can communicate and coordinate with the learning hub focal person where they can request for copies of video stories.

For pupils, as recipients of this action research, value inculcation and instilling of the good and positive characters through watching video stories using available technology at their own time will be possible.

For teachers, this study will assist educators seeking effective strategy in the implementation of using video stories for the value formation of pupils. Furthermore, this research will also help them to apply innovation and variety of real life activities that will engage and instill good values to the pupils.

To school heads, the findings of this study will help provide information critical for the value formation of the learners. It could be the basis for planning innovation and intervention programs in teaching values. Additionally, they will also be aware of the strengths and

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weaknesses of the teachers and pupils as well as the strategy of utilizing video stories in improving the character of the learners.

Parents will also benefit from this study for it will help and assist them in teaching their children good values at home. It will provide them supplementary learning materials and activities which they could use at home.

For the Researcher. This study will serve as the fulfilment of the requirement for her chosen field as well as to have an opportunity to propose activities and strategies for the implementation of utilizing video stories for the value formation of pupils in Mabini Central School.

For Future Researchers. The information and insight that will be gained from this study may serve as guide for other researchers to conduct lateral studies.

V. Action Research Methods

This research used the mixed qualitative and quantitative methods from the benefits of using video stories, things considered by teachers in choosing videos for learners viewing, ways on how using video stories enhances value formation of learners, and plan of activities to sustain the use of video stories.

a. Participants and/or other Source of Data and Information

Thirty-three (33) teachers from Mabini Central School were chosen as the respondents of the study.

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Table 1
Distribution of Respondents

Grade Level	Number of Teachers
Kinder	5
Grade One	4
Grade Two	6
Grade Three	5
Grade Four	4
Grade Five	5
Grade Six	4
Total No. of Teachers	33

b. Data Gathering Methods

This study utilized the descriptive research design with 33 teachers as respondents. The main instrument for gathering needed data and information was the researcher's made questionnaire and interview guide. The result of the researchers' made questionnaire was the basis of this research.

One hundred percent of the respondents answered the survey questionnaires which were then retrieved, analyzed, and recorded thru google forms.

c. Data Analysis Plan

The data gathered from the respondents were given weights ranging from the scale of 1-4 with one as the lowest up to four as the highest value. The scale used to measure the responses was as follows:

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Option	Scale Range	Verbal Interpretation
4	3.50 – 4.00	Strongly Agree
3	2.50 – 3.49	Agree
2	1.50 – 2.49	Disagree
1	1.00 – 1.49	Strongly Disagree

The proponent used the simple percentage, weighted and average mean, and ranking in analyzing and validating the data gathered.

VI. Discussion of Results and Reflection

Questionnaires were answered and submitted by the identified thirty-three (33) teachers thru google form. Result of their responses had been recorded, tallied, and interpreted as follows:

1. Benefits of using video lessons

Table 2
Benefits of Using Video Lessons

Indicators	Weighted Mean	Description	Rank
Create a more engaging sensory experience than using print materials alone	3.85	Strongly Agree	2
Provide options for teachers to deliver the lesson asynchronously and monitor learners' behavior	3.81	Strongly Agree	3

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Can be accessed using personal gadgets as smartphones, laptops, etc. which are available to learners	3.88	Strongly Agree	1
Facilitate interactive communication between the teacher and the learners	3.70	Strongly Agree	4
Intensify positive attitudes among learners thru remote learning engagement	3.63	Strongly Agree	5
Total Weighted Mean	3.77	Strongly Agree	

Table 2 enumerates the benefits of using video lesson according to the respondents. Majority of the teachers strongly agree that video lesson can be accessed using personal gadgets as smartphones, laptops, etc. with a weighted mean of 3.88. This implies that the most benefit gained in using video lesson is the convenience or easy access of teachers and learners to the videos.

Creating a more engaging sensory experience than using prints alone ranks next with 3.85 indicates that teachers find using videos a more engaging strategy in teaching and motivating pupils.

Another benefit of using video according to the teachers is that it provides options for them on how and when to use it whether during synchronous presentation or asynchronously with 3.81. This 3 suggests that teachers use videos even after delivering lesson as supplementary or as intervention learning resource.

Facilitating interactive communication between the teacher and the learners signifies that the learners are more participative and performs well after viewing educational videos.

Intensify remote learning engagement placed 5th regarding the benefits of using video lesson which denotes that using videos offer pupils remote learning allowing them to be more flexible in their timetable and thus promotes certain life skills.

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2. Considerations in choosing videos for learners viewing

Table 3

Considerations in Choosing Videos for Learners Viewing

Indicators	Weighted Mean	Description	Rank
The visual stimulation and the suitability of the video to the pupils	3.88	Strongly Agree	3.5
The length of the video story	3.88	Strongly Agree	3.5
How to film/record and/or access the video	3.85	Strongly Agree	5
The quality and value content of the video	3.94	Strongly Agree	1.5
Interaction between video and text	3.94	Strongly Agree	1.5
Total Weighted Mean	3.90	Strongly Agree	

As revealed in Table 3, considerations in choosing videos for learners viewing were identified. Both the quality and value content of the video and the interaction between video and text are the primary consideration in choosing videos for learners viewing. Respondents strongly agreed (3.94) that it is crucial to choose videos with quality and value content, and videos having accurate and appropriate text related to the video is equally important.

This is followed by visual stimulation and the quality of audio, and the length of video story, both with 3.88 and in rank 3.5. This can be attributed to the fact that the visual and auditory elements of videos greatly appeal to the learners and allows them to process information in a way that is natural to them while the length of videos indicates the interest and attention span

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of the viewer. The use of shorter videos allows for more efficient processing and memory recall which in turn helps boost pupils' achievement, if pupils are interested in watching or viewing the material, they will process and remember it better.

The table also indicates that how to film/record and/or access the video is one of the considerations in choosing videos for learners viewing with 3.85 and in the last rank. Respondents affirmed that there is a need to have a step-by-step instructional process or method in filming a story video as well as having an accessible platform for the storage and availability of videos. Videos should be carefully planned if teachers choose to present and use self-made videos resulting to quality educational video that they can use in educational setting.

3. Ways on how using video stories enhance learners' value formation

Table 4

Ways on How Using Video Stories Enhance Learners' Value Formation

Indicators	Weighted Mean	Description	Rank
Provide opportunities to make real life connections	3.85	Strongly Agree	4
Can be replayed as many times as needed therefore increasing knowledge retention	3.94	Strongly Agree	1
Provide stimulation to higher order learning and appreciation of instilled values	3.85	Strongly Agree	4
Improve learning experience and instilling the right values	3.85	Strongly Agree	4
Develop the thinking and decision-making abilities of pupils	3.91	Strongly Agree	2
Total Weighted Mean	3.88	Strongly Agree	

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Table 4 presents ways how video stories enhance learners' value formation. Respondents strongly agree that they use videos mostly because they can be replayed as many times as needed therefore increasing knowledge retention of learners (3.94). Utilizing video stories reflects to the importance of the ability for a pupil to catch up or revisit a topic or a video story with ease, to be able to pause and rewind video stories means that pupils can take lessons at their own pace and are not overwhelmed with information.

Next in rank is that by using video stories, it develops the thinking and decision-making abilities of pupils (3.91). This reveals that through video stories, pupils learn an essential skill of good decision making. Utilizing video stories enables the pupils to inculcate values, experience, and common sense in order to make good choices.

This is followed by providing opportunities to make real life connections, providing stimulation of higher order learning, and improving learning experience and instilling the right values all with the weighted mean of 3.85 and in the last rank. But still, the respondents strongly agrees that video stories infuse values to learners by showing pupils concrete examples of real-life situations or settings which makes them more engaged and motivated therefore increasing their learning retention all the while maximizing the learning opportunity and imbued to them the right values.

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4. Proposed plan of activities to sustain the use of video stories

PLAN OF ACTIVITIES PROJECT VIP (VALUE INTEGRATION PLATFORM)

Objectives	Activities	Persons Involved	Time Frame	Success Indicators
1. Orient teachers and parents on infusing values to learners through video stories	Teleconference/ google meet	Teacher Parents	December	100% of the teachers and parents oriented
2. Provide parents and learners video stories to watch	Viewing/ watching video stories	Teacher Parents Pupils	January - February	Pupils with access to internet viewed the video stories
3. Assess the impact of video stories in value formation of the learners	Answering Checklist/Interview	Teacher Parents Pupils Principal	March	Assessment was given on the effectiveness of video stories in the value formation of the learners
4. Observe learner's routines with value infusion	Oral, written and in actions with value infusion Activities	Teachers Parents Pupils Principal	Year round	100% of the learners practiced their routines with good values
5. Involve teachers in crafting self-made video story(ies) infusing values to learners	Crafting of self-made video story(ies)	Teachers	Year round	Continuing activity among teachers

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VII. Conclusions

The research study reveals the following conclusions.

1. The most benefit gained in using video lesson is the convenience or easy access of teachers and learners to the videos. It can be accessed using personal gadgets as smartphones, laptops, etc.
2. Both the quality and value content of the video and the interaction between video and text are the primary considerations in choosing videos for learners viewing.
3. There is a need to have a step-by-step instructional process or method in filming a story video as well as having an accessible platform for the storage and availability of videos.
4. The most recognized way on how video story(ies) enhance learners' value formation is that video story(ies) can be replayed as many times as needed therefore increasing knowledge retention and infusing values to the learners.

VIII. Recommendations

Based on the findings and conclusions presented, the following recommendations were suggested:

1. Crafted self-made video story(ies) as supplementary resource material can be made by following these guidelines to ensure its quality and connectivity to the lesson: plan and prepare, develop idea, define the purpose, story board making, film and record, editing and weeding phase, publishing, and sharing of reviews.
2. Have or create a platform wherein all the teachers can share their self-made story video(s) that can be used as supplementary learning resource in ESP subject or other subjects for

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the value formation of pupils. Video story(ies) must be easily accessed and downloaded for educational use.

3. Formulate a regular and consistent schedule on delivering video stories in all classes and grade levels which will be monitored and evaluated through feedbacks from teachers, learners and parents.
4. Intensify and sustained practice of using video stories in the school and at the same time disseminate and share best practices among other schools within the district.

IX. Plans for Dissemination and Utilization

The researcher plans to disseminate the results of the study to the parents, teachers, pupils, and school head.

Research Output	Scheme of Dissemination	Resources Needed
Action Research Plan of activities/ Proposed strategies and programs in the utilization of video story(ies)	To be presented to school head and co-teachers in the school, district and in the Division or in the higher level if this paper will be approved by higher authorities	Copy of the research paper Laptop LCD projector Slide decks

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