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Learning Packets: Its Effect On The Learners' Cognitive And Psychomotor Skills

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Abstract

The primary objective of the study was to determine the relationship between the level of preparation and implementation of the kindergarten learning packets and its effect on learners' cognitive and psychomotor skills in public elementary schools. It employed descriptive- documentary and survey method with aid of adapted from Student Experience on a Module Survey of The Open University, Module Evaluation Questionnaire of Aston University and Sample Pre-Inspection Questionnaires for Early Learning and Children's Settings of Education Scotland- Foghlam Alba. There were one hundred (100) parents, one hundred (100) pupils and twenty (20) teachers. The findings suggest that the parameter has meaningful link between cognitive skills and the extent of learning packet implementation. The results indicated a non-significant association based on a chi-square analysis was performed to investigate the significant association between cognitive skills and the preparation level of learning packets. Further, there is insufficient evidence to establish a meaningful link between psychomotor skills and the extent of learning packet implementation and the psychomotor skills and the extent of learning packet preparation. This study concludes that the level of preparation and implementation of the kindergarten learning packets have less effect on learners' cognitive and psychomotor skills. However, the preparation and implementation of learning packets are of high quality, but the psychomotor and cognitive skills of the learners do not quiet show it. Additionally, pupils' learning behavior greatly contributes to improving learning performance. Pupils' attitude toward the learning process also influences how well they perform.

Keywords: *Learning Packets, Learners' Cognitive, Psychomotor Skills.*

Introduction

In recent times, there has been a significant shift in the methods of acquiring and utilizing information due to its increased accessibility from many sources. The idea that information is immutable and that authorities have access to accurate and complete information have thus been called into question. As a result, understanding how to learn has gained root. People who are adept at learning can plan their own education, apply newly acquired knowledge to broader contexts, get past obstacles, and be open to growth and change.

Normally, when something new is tested, challenges occur. In Duero District, teachers observed in kindergarten that learning packets are answered by the parents or guardians, most got high scores and some learning packets were not submitted on time. These are not the good means of the effectiveness of the implementation modular distance learning. Because of these observations, there is a need to look into preparation and implementation of the kindergarten learning packets and its effect on learners' cognitive and psychomotor skills in public elementary schools. In addition, we need to uncover the effects of the implementation of learning packets, not only the academic performance of the students, but also their psychomotor skills development viewed by three different persons: teacher, parent, and learner.

As per the study of Canaria (2022), a Student Learning Packet (SLP) is a simple self-educational kit that covers one particular subject. Since the modular approach to teaching is designed so that students can repeatedly go over the topics they don't understand, it can be used as a method of instruction so that the students can study at their own pace and take ownership of their own learning. The creation of

educational materials takes effort, but it is very gratifying because it helps pupils understand the subject faster.

Learning Activity Packets make an effort to take into consideration variation in students' learning rates, prior accomplishments, interests, and aptitude. Everyone is not required to complete every activity. Because there are clearly defined goals, LAP encourages the instructor to structure the learning experience into a logical and consistent method, which makes it easier for them to prepare performance standards (Galos, 2022).

Even during the pandemic, learning must be continually improved. Students are expected to study effectively and develop their cognitive, emotional, and psychomotor abilities. Students are urged to study online at home while the COVID-19 epidemic is ongoing. The teacher faces a challenge in designing an effective project-based learning method as a result of incorporating this new habit. (Maksum&Purwanto, 2022).

According to Rahmawati et.al. (2019), due to a lack of learning resources, some kids are still having trouble learning today. Utilizing modules for learning is one effort that can be made. The printed learning resources known as modules are intended for independent study by students.

Hence, Väisänen, et.al (2022) study showed that students' experiences with self-regulated learning and learning analytics were generally good. Digital learning and learning analytics were seen by the students as useful and motivating, and some students even claimed that it aided their academic progress. The students also developed a greater sense of self-direction throughout the study module. Setting objectives and achieving them, however, seemed to be challenging for many of the students. The results suggest that a learning management system that is designed to assist self-regulated learning may aid in the development of students' self-regulation and direct their capacity to study both individually and with their peers.

On the other hand, the investigation of Puspitowati and Siswandari (2022) found out that parents agreed that the module could facilitate independent learning during the pandemic period, and the module illustration developed for elementary school students was completed by examples or real-life application. However, students felt uneasy learning during the pandemic, but independent learning was important for elementary school students.

Guiamalon (2021) discovered that teachers are properly trained and equipped to carry out their duties during pandemics in modular distant learning environments. Additionally, they have the requisite education and training to do their duties properly and quickly. Although some parents and guardians are limited in their ability to facilitate and explain the modules supplied for their children, others are still able to support their children in the new learning mode. According to the report, elementary schools have received adequate funding and resources, which are being used according to plan.

Moreover, Sejpal (2013) concluded that when we examine the modular way of instruction, we can see that this is a more efficient, modern, and technologically based teaching approach in the current educational area. Secondary schools have been debating the use of modular curricula recently. For both learners and remote teachers, a modular approach offers greater flexibility.

Findings in the study of Olivo (2021) showed that parents mostly agreed with the strategies for distributing modules, retrieving modules, allocating time for learning activities, the learning activities in the module, and assessment. They also strongly agreed with following safety and health protocols when distributing and retrieving modules. Parents, however, complained that the time allotted for doing the learning exercises was insufficient because there were so many of them. Additionally, several parents asserted that they were unable to assist their children in completing the learning tasks because they could not grasp certain themes covered in the module.

The results of unstructured interviews in the study of Bustillo and Aguilos (2022) revealed that the majority of students struggled to complete the activities because of several obstacles. These include issues with internet access, insufficient learning materials, a lack of understanding of the module's contents and assessment instructions, an unfavorable learning environment, too many remote learning activities, and mental health issues. This study also showed that when we used this new remote learning system mode, the digital divide in the nation became more obvious.

The Scaffolding Theory is a theory that emphasizes a student's capacity to learn information with the assistance of a knowledgeable person. When scaffolding is done well, a student can understand something that they otherwise wouldn't have been able to comprehend. The idea is that when students collaborate with those who are more knowledgeable than they are, they learn more. The instructors or students scaffold the content in smaller parts so that the learners can comprehend it more thoroughly than they would be able to on their own (Vygotsky, 1978).

In this connection, the researcher is motivated to determine the relationship between the level of preparation and implementation of the kindergarten learning packets and its effect on learners' cognitive and psychomotor skills in public elementary schools. Further, the result of this study would help the researcher in proposing an enhancement program resulting in excellent learning outcomes for kindergarten pupils to be equipped with cognitive and psychomotor skills which is essential in getting ready for grade one in the coming school year.

Objectives of the Study

The primary objective of the study was to determine the relationship between the level of preparation and implementation of the kindergarten learning packets and the learners' cognitive and psychomotor skills in public elementary schools.

Specifically, it sought to answer the following questions:

1. What is the perception of the respondents on the level of preparation in the kindergarten learning packets?
2. What is the perception of the respondents on the level of implementation in the kindergarten learning packets?
3. What is the cognitive skill of the pupils based on their ECCD rating?
4. What is the psychomotor skill of the pupils based on their ECCD rating?
5. Is there a significant association between the cognitive skills of Kindergarten learners and:
   6.1 preparation of Kindergarten Learning Packets; and
   6.1 implementation of Kindergarten Learning Packets?
6. Is there a significant association between the psychomotor skills of Kindergarten learners and:
   7.1. preparation of Kindergarten Learning Packets; and
   7.2 implementation of Kindergarten Learning Packets?

Research Methodology

This study employed descriptive- documentary and survey method, intended to provide the needed data to determine the relationship between the preparation and implementation of the kindergarten learning packets and its effect on learners' cognitive and psychomotor skills in public elementary schools.

Instrument

The instrument to be used in gathering the data is adapted from Student Experience on a Module Survey of The Open University, Module Evaluation Questionnaire of Aston University and Sample Pre-Inspection Questionnaires for Early Learning and Children's Settings of Education Scotland-Foghlam Alba. The instruments are standardized and joined to make a single questionnaire for the parent and teacher-respondents.

The said instrument has four parts: Part I is data for the demographic profile of the parent and teacher-respondents as to age, sex, and years in service, exclusively for teachers. Part II is the assessment of the teaching and learning through learning packets in the perception of parent and teacher respondents. Part III is the parent respondents' feedback to the teacher and Part IV is the parent and teacher respondents' overall feedback on learning packets.

The cognitive skills of the students shall be based on the grades of the pupils on the report card while the psychomotor skills of the students will be based on the performance tasks of the pupils.

After accumulating the data, it was tallied, tabulated, collated, and subjected to descriptive and inferential statistics for evaluation and interpretation in accord to the problems of the study.

Design

Findings

The treated data revealed the following findings:

Table 1. Respondents' Perception on the Level of Preparation of Kindergarten Learning Packets

Statement	WM	DI	Rank
The teacher…			
provides learning outcomes and make it clear.	3.17	A	6.5
reviews and understand the core concepts of the learning packets.	3.23	A	3
create and enhance learning packets.	3.15	A	8.5
structuring the learning packets meant child could interact to it when learning.	3.22	A	4.5
make the learning packets contents are interesting.	3.15	A	8.5
modify learning packets according to pupils' educational need.	3.25	SA	2
present the learning packet to the school head for confirmation.	2.98	A	13
produce learning packets into intellectually interesting.	3.26	SA	1

look for the opportunities to the child able to receive by using the learning packets.	2.75	A	15
offer the learning packets to maintain child's interest.	3.22	A	4.5
manage workload on these learning packets fitted with child's personal circumstances.	3.14	A	10
use resources to help the parents and assess the child at home like books.	2.95	A	14
give instructions/directions on how to complete the tasks and activities to follow easily.	3.08	A	12
check the child's understanding on the learning packets.	3.09	A	11
enhance assessment criteria for the learning packets.	3.17	A	6.5
Composite Mean	**3.12**	**A (Moderately Prepared)**	

Legend:

Rating Scale	**Description Interpretation**
3.25 - 4.00	Strongly Agree (SA) -Highly Prepared (HP)
2.50 - 3.24	Agree (A) - Moderately Prepared (MP)
1.75 - 2.49	Disagree (D) - Fairly Prepared (FP)
1.00 - 1.74	Strongly Disagree (SD) -Not Prepared

Table 1 shows the composite mean was 3.12 which means "prepared". This means that the respondents are prepared on the usage of kindergarten learning packets as an aid in learning.

Table 2 show respondents' response on the perception on the implementation of kindergarten learning packets. Out of all the statements, the highest response in engage dimension includes "Conducts orientation on learning packets to parents" which garnered the mean of 3.31 which means "highly implemented", in the explore dimension the highest response include " Facilitates discussions as pupils work together " that got a mean of 3.48 which implies "highly implemented", in the explain dimension the highest response includes " Encourages pupils to explain their own observations in their own words" that obtained a mean of 3.14 which means "moderately implemented", in the elaborate dimension the highest response includes "Requires pupils to use the important terms and vocabularies" that got a mean of 3.14 which suggested "moderately implemented", and in the evaluate dimension the highest response includes "Assess pupils progress though observations " that got a mean of 3.38 which suggested "highly implemented".

Table 2. Respondents' Perception on the Implementation of Kindergarten Learning Packets

Statement	WM	DI	Rank
The teacher…			
2.1. Engage			
Average Weighted Mean	3.02	MI	3
2.2 Explore			
Average Weighted Mean	3.09	MI	1
2.3 Explain			
Average Weighted Mean	3.03	MI	2
2.4 Elaborate			
Average Weighted Mean	2.92	MI	5
2.5 Evaluate			
Average Weighted Mean	3.00	MI	4
Composite Mean	**3.01**	**A (Moderately Implemented)**	

Legend:

Rating Scale	**Description Interpretation**
3.25 - 4.00	Strongly Agree (SA) -Highly Implemented (HI)
2.50 - 3.24	Agree (A) -Moderately Implemented (MI)
1.75 - 2.49	Disagree (D)- Fairly Implemented (FI)
1.00 - 1.74	Strongly Disagree (SD) -Not Implemented (NI)

On the other hand, the lowest response in the engage dimension includes "Raises questions and encourages responses " that obtained a mean of 2.74 which implies "moderately implemented", in the explore dimension the lowest response includes " Encourages cooperative learning " that obtained a mean of 2.65 which inferred "moderately implemented", in the explain dimension the lowest response includes "Facilitates the pupils' explanations and justifications of explored learning packets" with a mean of 2.94 which implies "moderately implemented ", in the elaborate dimension the lowest response includes "Helps pupils to expand their thinking." that got a mean of 2.51 which means "moderately implemented", and in the evaluate dimension the lowest response includes "Asks open-ended questions." that got a mean of 2.29 which means "moderately implemented" Overall, the composite mean was 3.01 which

means “moderately implemented”. This means that the kindergarten learning packets was well implemented in the various schools in JAVADUGH.’

Table 3. Cognitive Skill of The Pupils Based on Their Early Childhood Care and Development Rating

Cognitive	Frequency	%	Rank
S.S.D.O.D	0	0.00	
S.SI.D.O.D	45	15.38	3
A.D	195	60.00	1
S.S.A.D	80	24.62	2
S.H.A.D	0	0.00	
Total	**325**	**100.00**	

Table 3 revealed that the pupils' cognitive skills were generally interpreted as "Average Development" with a frequency of one hundred ninety-five (60.00%). Followed by “Suggested Slightly Advanced Development” with a frequency of eighty (24.62%), “Suggested Slightly Delay in Overall Development" with a frequency of forty-five (15.38%), and “Suggested Significant Delay in Overall Development “and “Suggested Highly Advanced Development” with a frequency of zero (0.00%). This suggests that the pupils performed on the average level.

Table 4. Psychomotor Skill of the Pupils Based on their Early Childhood Care and Development Rating

Psychomotor	Frequency	%	Rank
S.S.D.O.D	0	0.00	
S.SI.D.O.D	47	14.47	3
A.D	193	59.38	1
S.S.A.D	85	26.15	2
S.H.A.D	0	0.00	
Total	**325**	**100.00**	

Table 4 revealed that the pupils' psychomotor skills were generally interpreted as "Average Development" with a frequency of one hundred ninety-three (59.38%). Followed by “Suggested Slightly Advanced Development” with a frequency of eighty-five (26.15%), “Suggested Slightly Delay in Overall Development" with a frequency of forty-seven (14.47%), and “Suggested Significant Delay in Overall Development “and “Suggested Highly Advanced Development” with a frequency of zero (0.00%). This suggests that the pupils performed on the average level.

The process of early childhood education starts with psychomotor education. Playful games should be viewed as learning activities that help people grow in a variety of ways including psychologically, socially, and emotionally. Through enjoyable and motivating psychomotor exercises, playfulness should be encouraged. The game is a direct channel for the child to use to express their desires and emotions, making it a very valuable tool during the initial series, a period in which a child links to society. The teacher must prioritize activities that develop body and mind, especially during the physical education lessons, if unlink of repetition of movements and mechanistic (Camargos & Maciel, 2016).

The result of the test of Association between the Cognitive Skills of Kindergarten Learners found no significant association between the learners’ cognitive skills and the level of preparation of learning packets. Moreover, there is no significant association between the learners’ cognitive skills and the level of implementation of learning packets.

Further, the Test of Association between the Psychomotor Skills of Kindergarten Learners found no significant association between the learners’ psychomotor skills and the level of preparation of learning packets; and had no significant association between the learners’ psychomotor skills and the level of implementation of learning packets.

Conclusions

This concludes that the preparation and implementation of kindergarten learning packets are of high quality, and can improved the psychomotor and cognitive skills of the learners. Additionally, pupils' learning behavior greatly contributes to improving learning performance where pupils' attitude toward the learning process influences how well they perform in school.

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