LARONG KARUNUNGAN: AS A TOOL FOR DEVELOPING KNOWLEDGE AND LEARNING IN FILIPINO

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ABSTRACT

This study focuses on the Larong Katunungan: As a Tool for Developing Knowledge and Learning in Filipino. The 8th Grade students of the Cristobal S. Conducto Memorial Integrated National High School Academic Year 2022-2023 were used as respondents. The study involved one hundred (100) students from the 8th Grade. The respondents were selected using the "purposive sampling technique". The data were used with statistical methods such as mean, standard deviation and T-test.

The design used by the researcher in this study is a descriptive method. This study was guided by the questions: What is the level of Laro ng karunungan as a learning tool based on the mechanics, appropriateness, and clarity of the game element? What is the level of play literacy as a learning tool based on the physical characteristics of the design and play equipment? What is the level of mastery of knowledge development based on learning behavior, class participation and self-regulation? What is the performance level of the students in the general test? Does the Larong karunungan as a learning tool and the development of learning knowledge have a significant effect on students' performance?

The study revealed the level of Laro ng Karunungan based on the elements of the game: mechanics, suitability; and clarity has a comment that is very helpful and a literal explanation that is very high. In the result of the study that the elements of the game are very helpful in the ability of the students.

In the physical nature of the Game, Design and Gaming Equipment the result also came out with a comment that was very helpful and a literal explanation that was very high. Also came out in the level of development of knowledge and learning of students in Learning Behavior, Class Participation and Self-Regulation came out very helpful and literal explanation very high. Also, in the result the characteristics of the game were helpful and considered in the implementation of the game in the lesson.
The result showed that the overall assessment of the Board game learning students based on memorization and writing has a descriptive equivalent of Excellent and a literal explanation of Very Satisfactory. It only shows that the students scored high when the board game was used.

And the last one based on the data gathered Board Game has a significant impact as a tool in the development and learning of Filipino on the performance of students came out with a significant" impact between them.

Based on the outcome and conclusion of the study, the researcher suggests the recommendation for the next researchers are encouraged to amend the conducted study to increase the number of variables and extend the study.

KEYWORDS

Game Intelligence, Mechanics, Appropriateness, Clarity, Physical-based learning, Design, Play equipment, Knowledge Development Learning behavior, Class participation, Self-regulation, Performance, General testing.

INTRODUCTION

With the entry of the modern era, every thought became aware of the change of time as well as the change of our culture, habits, speech, actions as well as the change of our culture. In modern times, where computers and the internet are rampant, every child has different interests as well as in education.

Panganiban (2019) explains that some of the problems of teachers in teaching Filipino are lack of knowledge of modern teaching methods or strategies, lack of modern teaching equipment, the lack of interest of students in reading works literature, students' poor listening skills and so on.

According to De Guzman (2012) the equipment controls teaching and learning. These will help the teacher in the learning of the students. Traditional methods are also gradually being modified. Along with the changes in teaching, there are also changes in the strategy of education, where the discovery of new knowledge is the learning of important intelligence in the present time. There are many different teaching methods and systems. Methods that the teacher can use to make teaching easy and effective. In modern times, it is no secret to teachers that they can use different teaching techniques.

Moreover, board games as part of learning gamification are also one of the teaching techniques that can be implemented in different subjects such as Filipino. It is very broad; it can cultivate student's interest and improve cooperation with their classmates. It will also improve their understanding of learning and critical thinking skills. According to Dollard and Mahoney (2020), one of the main advantages of board games and most other cooperative learning strategies is the possibility to eliminate competition in the classroom and increase cooperation among students. -student

This study aims to find out the use of Larong Karunungan: As a Tool for Developing Knowledge and Learning in Filipino. As part of the study, the researcher wishes to achieve the following objectives:

1. What is the level of game knowledge as a learning tool based on the game element:
   1.1 Mechanics;
   1.2 Suitability; and
   1.3 Clarity?
2. What is the level of the mastery game as a learning tool based on physical characteristics according to:
   2.1 Design and
   2.2 Play equipment?
3. What is the level of knowledge development game based on;
   3.1 Learning Behavior;
   3.2 Class Participation; and
   3.3 Self Regulation?
4. What is the performance level of the students in the general examination?
5. Does the game of wisdom as a learning tool and the development of learning knowledge have a significant effect on the performance of students?

REVIEW OF RELATED LITERATURE

Gameplay is linked to learning because players need to understand the system to interact with the games. An increasing number of researchers are looking at board games as attractive spaces for understanding learning because of the simplicity of the mechanisms of these games (Horn et al., 2017)

On the other hand, students learn more effectively when they are actively involved in the learning process (Sixto, 2017). The case study approach to teaching literature is one way in which active learning strategies can be implemented in institutions.

Defined by Scheiner (2015), game mechanics are "rule-based systems\simulations that facilitate and encourage the user to explore and learn the properties of the possibility space through the use of feedback mechanisms".

Fernandes Et.al said. (2016), that one of the advantages of playing board games is entertainment, but that is only one benefit of playing board games.

Also, clarity was found to be an important variable in conducting this research.

Setting the rules and getting everyone to agree to the rules is the first step to avoid arguments once the competition starts, (Lee and Mc William 2018).

Also, Salen and Zimmerman (2019), stated that designing digital or analog games conforms to the same basic concept of designing games as systems with rules and challenges, despite their different platforms and resources.

Gough (2020) also mentions that board games that use dice are very useful for introducing children to a common game format (rolling dice, and moving a counter around a board containing 'good spots' and 'dangers'). It also helps children learn good game manners such as, playing respectfully, being a good loser, or a generous winner.

Learning behaviors are learned behaviors that enable students to understand what is learned and interact productively with others in the community. These behaviors are developed in and out of school, (Locke, 2017).

Students who participate in class regularly will be constantly involved in the development of the material and will be more likely to remember a larger portion of the information. Active participation in class also improves critical and higher order thinking skills. Participation can also help students learn from each other, to increase understanding through collaboration. This in turn will improve relationships between students and between teachers, (Smith and Lynch, 2017).

Maitah (2017) also noted that the brainstorming method requires students to recall their experience, and practice various mental and intellectual skills such as knowledge acquisition skills, social skills, organizational skills, collaboration skills, and specifically critical thinking skills.

Accordingly, Davis (2019) defined the student's enthusiasm and willingness to participate in the class through verbal interactions that creates a pleasant atmosphere in the classroom.

The second important factor affecting students' active participation in the kalse is also a teacher's characteristics and skills. This characteristic shown by the teacher, such as being supportive, understanding, approachable, friendly through positive non-verbal behavior, giving a smile, and nodding to answer questions.

A critical component of social and emotional learning is self-regulation where students transform their cognitive abilities into task-related skills, (Zimmerman, 2018).

Mandinach (2019) defines self-regulation as an ability to control the body and self, manage emotions, and maintain focus and attention.

METHODOLOGY

The design used by the researcher in this study is a descriptive method. Photographic research is learning events that involve recording, describing, interpreting, analyzing, and comparing. The purpose of this design is to systematically describe the situation and conditions realistically and with full certainty.

The respondents in this research will be the one hundred (100) Filipino students who responded to receive the developed material as a learning aid in Filipino subjects from the students who were selected as respondents are students in Filipino in Grade 8.

In the research, the Purposive Sampling Technique will be used. It is said to be the method of collecting data from groups of people with characteristics that can meet the criteria required by the study.

The researcher used statistical methods to provide a clear analysis, interpretation and forecast of the collected data. To determine the result of the level of use of the board game based on the element of the game, mechanics, appropriateness, clarity, and physical element of the game based on the design and playing equipment, Mean and standard deviation were used.

And to also know the level of knowledge and learning of Filipino based on behavior in playing, class participation and self-regulation, Mean and standard deviation were used.
Whereas in the preliminary and final exam level, the frequency percentage was also used.

And finally, to find out if the Board Game as a Tool for the development and learning of Filipino has a significant effect on the students' performance, the T-test was used

RESULT AND DISCUSSION

Table 1. Laro ng karunungan level as a learning tool based on the Mechanics game element

Mga Pahayag	Mean	SD	Puna
Malinaw at naiintindihan batay sa antas ng kakayahan ng mga mag-aaral.	4.68	0.51	Lubos na nakakatulong
Ang mga mekaniks ay konektado lahat sa mga panuntunan ng laro.	4.64	0.56	Lubos na nakakatulong
Nagbibigay ng pagiging patas sa laro at pantay ang pagbibigay ng alituntunin sa paglalaro.			Lubos na nakakatulong
Nagbibigay ng tiyak at tamang paraan kung paano manalo o matalo sa laro.	4.54	0.64	Lubos na nakakatulong
Malinaw na naituro ang mga nauugnay na keyword/pahayag na humahantong sa pagkapanalo sa laro.			Lubos na nakakatulong

Overall Mean: 4.62
Standard Deviation: 0.55
Literal na paliwanag: Lubhang Mataas

The level of game mastery as a learning tool based on the game element in Mechanics has an overall mean of 4.62, standard deviation of 0.55 and shows that the level of game mastery based on the game element according to Mechanics has a very high that helpful and literal explanation is very high.

Also mentioned by Brathwaite and Schreiber, (2019), is more direct, saying that mechanics are the ingredients for game design and the same as rules.

Sicart (2018) further explained, simplified the definition of mechanics by saying that they are the way players can interact with the game system.

Table 2. Laro ng Karunungan level as a learning tool based on the game element Suitability

Mga Pahayag	Mean	SD	Puna
Nakaayon sa mga kakayahan sa pagkatuto ng aralin.	4.50	0.67	Lubos na nakakatulong
Ang laro ay madaling matutunan, laruin at nagagamit ayon sa mga target sa pagkatuto ng paksa.			Lubos na nakakatulong
Nagpapakita ng pagkakapare-pareho sa mga tuntuin at mekaniks na ginamit.	4.43	0.66	Lubos na nakakatulong
Hinahayaang matuto ang mga mag-aaral sa pamamagitan ng paglalaro at pakikisalamuha sa ibang mga mag-aaral.			Lubos na nakakatulong
Napagtutuunan ng pansin ang koneksyon ng mga layunin sa aralin at layunin ng pagkatuto.	4.59	0.59	Lubos na nakakatulong

Overall Mean: 4.51
Standard Deviation: 0.61
Literal na paliwanag: Lubhang Mataas

Table 2 indicates the level of game mastery as a learning tool based on the game element of fitness. has an overall mean of 4.51, standard deviation of 0.61 and shows that the level of game knowledge based on the game element according to the appropriateness, a comment that is very helpful and a literal explanation that is very high.

Fernandes Rt.al said. (2016) that one of the advantages of playing board games is entertainment, but that is only one benefit of playing a board game. There has been a resurgence in the popularity of board games, and for many people, playing MGQ board games connects them with their past.

Table 3. :Laro ng karunungan level as a learning tool based on Clarity game element

Mga Pahayag	Mean	SD	Puna

Mga Pahayag	Mean	SD	Puna
Nagpapakita ng pagiging simple ngunit makabuluhan.	4.44	0.73	Lubos na nakatutulong
Nagpapakita maayos na biswal na makatutulong sa mag-aaral na mas maunawaan ang kanilang aralin.	4.52	0.66	Lubos na nakatutulong
Nagtatampok ng koneksyon sa aralin at laro.			Lubos na nakatutulong
Iwasang bigyan ng kalituhan ang mga mag-aaral tungkol sa mga tuntunin at mekaniks ng laro.			Lubos na nakatutulong
Naibibigay sa mga mag-aaral ang malinaw at tiyak na mga layunin tungkol sa laro at ang aralin na mayroon sila.	4.54	0.64	Lubos na nakatutulong

Overall Mean: 4.50
Standard Deviation: 0.64
Literal na paliwanag: Lubhang Mataas

        Table 3 indicates the level of game wisdom as a learning tool based on the game element Clarity has an overall mean of 4.50, standard deviation of 0.64 and shows that the level of game wisdom based on the game element is in accordance with Clarity has a comment that is very helpful and a literal explanation that is very high.

        According to Megan (2016), the brain needs to understand the game and the game scenario, see the levels of action and know how to master those levels. When these things work well, the game is clear. Setting the rules and getting everyone to agree to the rules is the first step to avoid arguments once the competition starts, (Lee and Mc William 2018).

Table 4. Laro ng karunungan level as a learning tool based on physical characteristics by Design

Mga Pahayag	Mean	SD	Puna
Nagpapakita ng pagiging simple at natural ang mga elemento ng disenyong ginamit.	4.58	0.57	Lubos na nakatutulong
Nagpakita ng mga makukulay at aesthetical na disenyo na maaaring makatawag pansin sa mga mag-aaral.	4.59	0.59	Lubos na nakatutulong
Nagpapakita ng pagkamalikhain sa pisikal na katangian ginamit.	4.58	0.57	Lubos na nakatutulong
Nagpapakita ng tema na konektado sa aralin.	4.58	0.57	Lubos na nakatutulong
Ang disenyo na ginamit ay naaayon sa mga layunin at kakayahan sa pagkatuto.	4.56	0.62	Lubos na nakatutulong

Overall Mean: 4.58
Standard Deviation: 0.57
Literal na paliwanag: Lubhang Mataas

        Table 4 is the level of the game wisdom as a learning tool based on the physical characteristics according to the design has a total mean of 4.58, standard deviation of 0.57 and shows that the level of the Game wisdom based on the Level of the physical characteristics of the game -by Design has a comment that is very helpful and a literal explanation that is very high.

        According to Salen and Zimmerman (2019), any type of media is not important, it can also be argued, that the focus of game design goals is the same design for meaningful play. According to Costikyan (2018), game design is a challenging activity full of uncertainty, just like games. Designing a game is not easy, so game designers need to master general techniques and establish support and its production processes.

Table 5. Laro ng karunungan level of literacy as a learning tool based on physical characteristics by Play Equipment

Mga Pahayag	Mean	SD	Puna
Magaan at madaling laruin ng mga mag-aaral.	4.62	0.55	Lubos na nakatutulong
Nagpapakita ng koneksyon at kaugnayan sa game board.	4.51	0.61	Lubos na nakatutulong
Gumagamit ng iba't ibang uri ng materyales na makapagbibigay ng paliwanag sa tema ng laro.	4.50	0.64	Lubos na nakatutulong
Ang mga sukat at hugis ay sapat at magandang gamitin sa paglalaro .	4.58	0.57	Lubos na nakatutulong
Ang mga kulay at disenyo ay umakma sa iba pang materyales na ginamit.			Lubos na nakatutulong

Overall Mean: 4.55
Standard Deviation: 0.62
Literal na paliwanag: Lubhang Mataas

Table 5 indicates the level of the game of wisdom as a learning tool based on physical characteristics according to the game equipment has a total mean of 4.55, standard deviation of 0.62 and shows that the level of the game of wisdom based on the Level of physical characteristics of the game according to Gaming Equipment has a comment that is very helpful and a literal explanation that is very high.

Gough (2020) also mentions that board games that use dice are very useful for introducing children to a common game format (rolling dice, and moving a counter around a board containing 'good spots' and 'dangers'). It also helps children learn good game manners such as, playing respectfully, being a good loser, or a generous winner.

Table 6. laro ng karunungan level in the development of knowledge in Learning Behavior

Mga Pahayag	Mean	SD	Puna
Nakikilala ang sariling istilo at kasanayan sa pagkatuto na nakakatulong sa pagbuo ng mga motibasyon at interes sa pag-aaral.	4.68	0.51	Lubos na nakatutulong
Mabilis natututo gamit ang iba't ibang uri ng estratehiya sa Filipino gamit ang gamification sa aralin.	4.56	0.67	Lubos na nakatutulong
Gumagamit ng maraming representasyon ng mga ideya at konsepto upang matuto nang higit pa tungkol sa aralin.	4.71	0.52	Lubos na nakatutulong
Lumikha ng epektibong mga gawi sa pag-aaral sa pamamagitan ng paggamit ng sariling kaalaman at pagtuklas sa sarili.	4.56	0.67	Lubos na nakatutulong
Nahihikayat na mag-aral na mag-isa at napapahusay pa ang pag-uugali sa pag-aaral sa pagkatuto ng Filipino.	4.71	0.52	Lubos na nakatutulong

Overall Mean: 4.65
Standard Deviation: 0.54
Literal na paliwanag: Lubhang Mataas

Table 6 contains the level of game mastery in knowledge development based on Learning Behavior, Class Participation and Self-Regulation with a total mean of 4.65, standard deviation of 0.54 and shows that the level of game mastery based on the Level of physical characteristics of the game

according to Behavior and Learning has a comment that is very helpful and a literal explanation that is very high.

Learning behavior is the ability to develop pedagogical strategies that achieve learning outcomes for students. Emphasis on the development and implementation of pedagogical strategies also achieves learning outcomes. This means that there is a balance and emphasis on curriculum and pedagogical development, certainly the focus is on pedagogical strategies, (Kaiser, 2016). Learning behaviors are learned behaviors that enable students to understand what is learned and interact productively with others in the community. These behaviors are developed in and out of school, (Locke, 2017).

Table 7 level laro ng karunungan of knowledge development in class Participation

Mga Pahayag	Mean	SD	Puna
Nakikilahok sa bawat talakayan sa klase.	4.48	0.69	Lubos na nakatutulong
Natututong makipag-ugnayan sa ibang tao at pakikipagtulungan sa kagrupo.	4.57	0.61	Lubos na nakatutulong
Gumagawa ng brainstorming at pagbabahagi ng mga ideya sa ibang tao sa paligid.	4.60	0.59	Lubos na nakatutulong
Iginagalang ang iba pang opinyon tungo sa tiyak na ideya.	4.57	0.61	Lubos na nakatutulong
Nagpapakita ng aktibong pakikilahok, pakikinig at lumilikha ng maayos na relasyon sa kagrupo.	4.57	0.61	Lubos na nakatutulong

Overall Mean: 4.55
Standard Deviation: 0.60
Literal na paliwanag: Lubhang Mataas

Table 7 indicates the level of game knowledge in the development of knowledge in class participation class participation has a total mean of 4.55, standard deviation of 0.60 and shows that the level of game knowledge based on Learning and Knowledge Development according to Participating in class has feedback that is very helpful and literal explanations that are very high. There is participation in the class and interaction with the students.

Students who participate in class regularly will be constantly involved in the development of the material and will be more likely to remember a larger portion of the information. Active participation in class also improves critical and higher order thinking skills. Students who participate in the class study the material or lesson well enough to share new concepts with their classmates. Participation or participation can also help students learn from each other, to increase understanding through collaboration, (Smith and Lynch, 2017).

Table 8. Level of laro ng karunungan in the development of Self-Regulation knowledge

Mga Pahayag	Mean	SD	Puna
Napangagalagaan ang sariling pag-uugali at natututong kontrolin ang mga emosyon.	4.27	0.89	Lubos na nakatutulong
Naiiwasan ang nakakagambalang problema na maaaring makaapekto sa pagkatuto ng mag-aaral.	4.31	0.92	Lubos na nakatutulong
Nakokontrol at napangangasiwaan ang mga sagabal sa paligid.			Lubos na nakatutulong
Napapamahalaan ang oras at kayang sumubok ng mga bagong bagay o kaalaman upang mapahusay ang mga kasanayan sa Filipino.	4.33	0.82	Lubos na nakatutulong
Humanap ng oras para mag-explore at nag-aaral nang higit pa para mapabuti ang mga kalakasan at kahinaan sa Filipino.	4.33	0.82	Lubos na nakatulong

Overall Mean: 4.30
Standard Deviation: 0.84
Literal na paliwanag: Lubhang Mataas

Table 8 indicates the level of game wisdom in the development of knowledge of Self-Regulation has a total mean of 4.30, standard deviation of 0.84 and shows that the level of Board Game based on the Development of Knowledge and Learning according to Self-Regulation is there is a comment that is very helpful and a literal explanation that is very high.

Self-regulation by Peterson (2019) found that children begin to internalize rules for behavior and apply these rules to other people. While it's common for teachers and parents to discourage conflict, when children talk to each other or point out that others "do things wrong," it's a positive sign that it's starting they notice both rules and rule violations.

Table 9. Performance level of students in the general test

Marka	Frequency	Bahagdan	Mapaglarawang Katumbas
29 – 30	8	8.00	Pinakamahusay
26 – 28	47	47.00	Higit na mahusay
20 - 25	45	45.00	Mahusay
17 - 19	0	0.00	Katamtamang husay
5 - 16	0	0.00	Di- gaanong mahusay
2 - 4	0	0.00	Di- lubhang mahusay
0 - 1	0	0.00	Hindi Mahusay
Total	**100**	**100**	
Weighted Mean	*25.69*		
Pinakamababang Marka	*20*		
			Napakakasiya-siya
Pinakamataas na marka	*30*		
Standard Deviation	*2.44*		

Table 9 presents the performance level of the students in the general test has a total (Weighted Mean=25.69, SD=2.44) and (lowest score = 20, highest score = 30) shows that the overall learning assessment of Board game students based on memorization and writing has a descriptive equivalent of Excellent and a literal explanation of Very Satisfactory. The result of the test shows that a high result was obtained that the use of the board game helped.

Vidyaprakash (2021) defined, the exam is the way to test our knowledge. Without conducting tests students will not concentrate on their studies and learn their lessons properly. Tests are required in schools and colleges to find out the true ability, talent, and knowledge of students.

Table 10. Significant effect of the Laro ng Karunungan as a learning tool and the development of learning knowledge on the performance of students

Larong Karunungan		Beta Coefficient	t-stat	p-value	Analisis
Elemento ng Laro					
Mekaniks		0.4104	4.1462	0.0000	Makabuluhan
Kaangkupan	Pagganap	0.2375	2.7845	0.0065	Makabuluhan
Kalinawan		0.2391	4.2199	0.0000	Makabuluhan
Pisikal na Katangian					
Disenyo		0.5124	5.1764	0.0000	Makabuluhan
Kagamitan sa Paglalaro	Pagganap				*Walang makabuluhan*
		0.1037	1.5778	0.1179	

Pagpapaunlad ng Kaalaman at Pagkatuto					
Pag-uugali sa Pagkatuto		0.2957	2.843	0.0055	Makabuluhan
Paglahok sa Klase	Pagganap	0.2928	3.2661	0.0015	Makabuluhan
Regulasyong Pansarili		0.1773	2.9769	0.0037	Makabuluhan

Table number 10 shows the significant impact of the Wisdom Game as a Development and Learning Tool
of Filipino on Students' Performance the Element of Game, Physical Characteristics Learning and Knowledge Development of Wisdom Game as a Development Tool was not noticed had a significant effect on the learning of Filipino on Students' Performance. Data were calculated using the t-test with a higher critical t value. Generally, the p-values obtained are below the 0.05 level of significance.

And it also shows that the null hypothesis that "There is no significant effect of the knowledge game as a learning tool and the development of learning knowledge on the performance of students" should not be accepted, it shows that "there is a significant" effect between them. Based on the result that the use of board game became effective in learning Filipino. Helped in their quick understanding of the lesson and increase the performance of the students.

Board games developed to teach provide new learning experiences (Wonica, 2017) and new opportunities for investigating learning in board game environments.

CONCLUSION

Based on the outcome of this study, the conclusion was formed:

The hypothesis that in chapter 1 that "There is no significant effect of Laro ng karunungan as a Tool for the development and learning of Filipino on Student Performance" should not be accepted, it shows that "there is a significant" effect between them. According to the result that the laro ng karununganss is helpful in the development and learning of Filipino.
Based on the outcome of this study, the conclusion was formed:

RECOMMENDATIONS

Based on the outcome and conclusion of the study, the researcher suggests the following recommendations.

1. Students' board can be used for students' learning.
2. The teaching tool made can be a guide for teaching and learning Filipino
3. The school will continue to support teachers in creating innovative teaching approaches
4. This research can be amended by future researchers, increase the variables and expand the study.

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