

EMPLOYING THE EXPERIENTIAL LEARNING METHOD IN TEACHING VALUES EDUCATION DURING THE COVID-19 PANDEMIC

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Abstract

A teacher can employ a variety of instructional methods in the classroom. During the COVID-19 pandemic, this study used the experiential learning method to teach Values Education, with instructions delivered in both synchronous and asynchronous modes. The goal of the study was to see if there was a significant mean gain difference between the students' pretest and posttest performance after they were exposed to experiential learning. The study also revealed the emergent themes of the students' realizations following the session. Quantitative and qualitative research approaches were used in the study. In the quantitative component of the investigation, the quasi-experimental design was adopted. The *t*-test was performed to determine whether the students' pretest and posttest performance differed significantly. Colaizzi's (1978) seven-step analytic method was utilized to uncover emergent themes in the qualitative portion. The study discovered that once students were exposed to experiential learning, there was a significant mean gain difference between the pretest and posttest findings. Furthermore, the students' overall experiences in Values Education were described in terms of being truthful, capable of developing critical thinking, open-minded, peaceful, courageous, patient, and able to convey their artistic value in the form of stories, poetry, and song. Overall, students' learning was aided using experiential learning methods.

Keywords: experiential learning method, values education, COVID-19, pandemic, quasi-experimental, emergent themes, Philippines

INTRODUCTION

In basic education, the teaching of values education is important. Values Education is being integrated into the curriculum at both the primary and secondary levels with the hopes of instilling desired values in students. This is a technique for teaching students to be disciplined and to have both competence and character (DO 41, S. 2003). The teaching of values education is a method for students to enhance their

moral qualities. Elementary learners, according to Kohlberg (1958), are at the stage of following norms, establishing interpersonal harmony, obeying authority, and adhering to social order. With this mindset, the teacher must create activities that will assist the students in developing these values.

Planning a lesson necessitates introspection and a variety of pedagogical

options. Effective teachers, according to Glickman (1991), constantly reflect on their work, evaluate, and monitor student learning, and adapt their practice accordingly. Furthermore, the Saskatchewan Learning Model (1991) argued that while making judgments about teaching and learning, teachers must have a thorough knowledge of the instructional framework. Instructional models, techniques, methodologies, and skills are all part of this framework. The philosophical attitude to instruction and the broadest degree of instructional methods are represented by instructional models. The approach a teacher can take to achieve learning objectives is determined by instructional strategies. Teachers build learning environments and outline the nature of the activity in which the teacher and the student are involved during the lesson using instructional approaches. Most instructional actions such as questioning, talking, providing directions, explaining, and demonstrating are referred to as instructional abilities.

This research considered Kolb's experiential learning method as one of the teaching methodologies (1984). Learning, he said, is the acquisition of abstract notions that may be used in a variety of settings. The modification of experiences allows for the learning of new knowledge.

The educational landscape has shifted as a result of the COVID – 19 pandemic. The traditional face-to-face engagement in the classroom was replaced with virtual interaction. The traditional classroom has given way to a virtual classroom, where students can learn both online and offline. As a result of the pandemic, schools were advised to improve digital learning. According to Siemens, Gasevic, and Dawson (2015),

digital learning emphasizes synchronous or asynchronous education, with interactions including student-teacher, student-student, and student-content. The courses in digital learning are well-designed with dynamic and interesting content, structured peer collaboration, flexible deadlines to allow students to pace their learning, continual monitoring of student progress, and the provision of formative feedback as needed. Furthermore, in a digital setting, developing a presence or an online teaching persona is critical. Presence is crucial to student achievement in online courses, according to Richardson et al. (2016). Setting the tone, using sharing as a communication strategy, and using feedback as a communication strategy all help to improve presence in an online environment.

As a mentor in Values Education, the researcher noticed that elementary students are very active. They are more engrossed in a lesson that they find interesting. Maintaining their attention in the discussion is a difficult task. The study used the experiential learning technique as an instructional tool in teaching Values Education based on these observations. Thus, the study looked into how experiential learning may be used to teach values education. Its goal was to determine the significant mean gain difference in students' pretest and posttest performance after using the experiential learning technique, as well as to show the emergent themes of the students' significant realizations following the intervention.

LITERATURE REVIEW

Instructional Strategies

Teachers must be able to use a range of strategies and be flexible in their application in order to be effective. These educators not only have a strong grasp of

their subject matter, but they also have a strong understanding of teaching techniques (Santrock, 2006). Teachers' ability to use information in strategic ways to bring about student learning (Jacobsen et al., 2002) is seen in their ability to improve students' schooling experiences and achievement (Howard in Cadosales, 2004). Additionally, good teachers employ excellent instructional practices that are backed up by goal-setting, instructional planning, and classroom management techniques (Santrock, 2006). Students learn more effectively when teaching strategies are used (Omrod, 2003). Finding appropriate learning activities involves a great deal of care and skill on the part of teachers (Emmer et al., 2003).

Direct, experiential, collaborative, and individual study are some of the educational styles available. An approach in which the teacher transmits the material to be taught is known as direct instruction. It's been linked to "chalk and talk" and, more recently, PowerPoint presentations and overhead projectors. Many studies show that the direct instruction technique is effective in achieving goals, and even involves and helps students learn actively, according to Weinert and Helmke (in Lang & Evans, 2006; Leinhardt, 2001). According to Paik (2003), effective direct instruction should include the following elements: clear teaching, daily review, and homework checks; presentation of new content and skills; teacher monitoring and guided student practice; corrective feedback and instructional reinforcement; 90 percent successful independent practices in school and at home; and weekly and monthly evaluations. Furthermore, Joyce et al. (2004) stressed that with direct teaching, there is a strong emphasis on learning, and

students are engaged in academic work for a considerable portion of the time and achieve high levels of success.

Indirect instruction encourages pupils to seek out and discover information on their own. Students generate judgments based on information they discover or are given. Inquiry, induction, issue solving, action research, decision making, and discovery are all terms that are occasionally used interchangeably with indirect instructions. Indirect instruction is student-centered and aims for a high level of participation from students (Lang & Evans, 2006).

The term "collaborative" refers to the sharing of ideas as well as active engagement. Collaborative instruction is a method of teaching and learning in which students work together to share ideas, investigate a problem, or finish a project. It also refers to interactive teaching approaches such as class discussion, small-group education, and cooperative learning. Instead of simply repeating what is provided, collaborative learning allows pupils to find or express their own perspectives. Learners react to the ideas, experiences, insights, and expertise of their teachers and classmates, resulting in a variety of ways of thinking and feeling (Lang & Evans, 2006). Cooperative learning, according to research, helps both intellectual and emotional development. Students improve their academic performance, have higher levels of self-esteem and enthusiasm to learn, have a stronger sense that their classmates value one another, and improve their understanding and cooperation (Sadker & Sadker, 2005).

Independent learning, self-regulated learning, self-directed study or learning, self-teaching, and customized

study are all synonyms for individual study. Individual studies can be self-initiated or begun by an instructor. This entails choosing a topic, a problem, or a project depending on the course objectives. Students must master the art of learning. To become self-sufficient and responsible citizens, they must work autonomously. They must learn to learn independently for the rest of their lives (Lang & Evans, 2006). Butler (2002) emphasizes the relevance of the teacher's role in encouraging self-regulated (independent) learning. Teachers must help students engage in a cycle of cognitive techniques in a flexible and adaptive manner. Students' metacognitive knowledge about academic work, techniques for assessing tasks, metacognitive information about task-specific strategies, abilities for applying strategies, and strategies for self-monitoring and strategic use of feedback are among the instructional goals.

Experiential learning is an approach for taking action. The students are either in direct contact with real things and people, or they are participating in activities that encourage real-world activities and people. The method is inductive, student-centered, and activity based. Learners engage in an activity, critically reflect on it to uncover learning and feelings, gain helpful insight from analysis, and apply what they have learned in new contexts (Pfeiffer and Goodstein in Lang & Evans, 2006).

When the COVID-19 pandemic disrupted the regular face-to-face classroom contacts, these educational approaches were also used. Instructions were created to develop independent learners using any learning management system in the delivery of online teaching.

More crucially, the method of experiential learning was used more frequently.

Experiential Learning Method

In this study, Kolb's experiential learning approach (1984) was applied. The lesson was designed using the four phases. Students actively examine a subject during the concrete experience phase. The teacher's questioning strategies engage the students' prior knowledge. The learners were presented with a series of scenarios and examples related to the subject. The pupils' feelings concerning the subject were stimulated during this phase. The pupils deliberately reflect on the experience by watching a brief movie or seeing an example of the topic to be learned during reflective observations. Students' reflecting abilities are honed through observing real-life situations. The pupils strive to generalize a model of what they have experienced in the abstract conceptualization. The students are reflecting on what they felt during the concrete experience and reflective observation phases at this point. Their comprehension of the topic has now been turned into specific models or other forms of expression. Finally, the students apply the model to a fresh experience during the active experimentation phase. This is the phase in which students' creativity shines through in the products they create because of their learning.

The students' experiences are at the center of the learning process in the experiential learning technique. As a facilitator of learning, the teacher sought to comprehend how meaningful experiences motivate students, enhance their learning, and lead to improvements in their knowledge and actions (The Office of Learning and Teaching, 2004).

Subject content, situational needs, and individual characteristics are all taken into account while developing instructional techniques. These instructional approaches could include lectures, team-teaching, group techniques, and the careful application of teaching aids such as audio-visual aids and modern information technology to improve students' learning. The global COVID-19 pandemic, on the other hand, altered the educational environment. To ensure that students' learning continues, synchronous classrooms are used instead of face-to-face classroom interactions. Flexible learning was the new reality in the teaching-learning process at the time. Schools use a combination of synchronous and asynchronous distribution methods.

Synchronous and Asynchronous Learning

Synchronous class allows students to interact in real-time in a virtual learning management system, completing courses and activities in sync with one another. Video, audio, and chat services can be used to connect synchronous classes. Teachers' attitudes toward technology use and levels of digital literacy, according to Siemens et al. (2015), play a significant impact in influencing the overall learning experience, and students demand a high level of digital literacy. In addition, Craven (2020) stated that in a synchronous class, the teacher must foster student trust and respect. In an asynchronous class, students do not come together at the same time and instead do activities at their own pace within a set time limit. Asynchronous class scaffolds learning activities and assignments for students who are unable to commit to a real-time class hour due to other obligations. Discipline, autonomy, and effective time management are

encouraged in asynchronous class situations. Direct interaction is used in both synchronous and asynchronous classes to build relationships with students. Students' participation in virtual learning is dependent on the design of the learning content, the selection of learning resources, and the provision of assistance and guidance, according to Oliver and Herrington (2001). The online facilitators encourage community building in the context of online learning (Baran et al., 2011). The study employs an experiential learning strategy in both synchronous and asynchronous classes.

METHODOLOGY

The research method used was quasi-experimental research. The one-group pretest-posttest design was utilized, in which the same dependent variable was examined in one group of participants before (pretest) and after (posttest) a treatment. During the first quarter of the Academic Year 2020–2021, the research was carried out at a State University's Laboratory School. The study's research participants were Grade 6 pupils in the intermediate level. Lesson plans, a table of specifications, an accomplishment exam, and an unstructured interview were among the research instruments used in the study. Before the treatment, a pre-test was given. Lesson designs in Valued Education were created and verified based on learning competencies throughout a certain grading period. The intervention lasted two months, with each week consisting of 90 minutes of synchronous class and another 90 minutes of asynchronous class. Following the intervention, a posttest was given. Face-to-face classes were halted due to the COVID-19 pandemic. As a result, both synchronous and asynchronous classes were used to

implement flexible learning. During synchronous class, a Google Form was used to administer the pretest and posttest. Participants in the study were recruited among students who were able to complete both the pretest and posttest on time. The morning session had 22 pupils while the afternoon session had 28 students. Both sections were subjected to the same treatment.

The *t*-test was used to determine the significant mean gain difference between the students' pretest and posttest performance in the quantitative data. An unstructured interview was conducted to describe how the students responded to the lesson activities offered through the Google Meet or Zoom App platforms using the experiential learning method. The qualitative data was guided by the seven steps analytic method of Colaizzi (1978) namely, reading all interview transcripts; reviewing the interview transcripts and extracting significant statements; formulating meanings from significant statements; organizing the formulated meanings into cluster of themes; writing an exhaustive description of the phenomenon under study; identifying the fundamental structure; and validating the exhaustive description with the participants.

Colaizzi's (1978) analytic method which is consistent with descriptive phenomenology has seven steps. These seven steps are discussed clearly in the following example where it is used in nursing inquiry:

1. Read all protocols to acquire a feeling for them.

2. Review each protocol and extract significant statements.

3. Spell out the meaning of each significant statement (e.g., formulate meanings).

4. Organize the formulated meanings into cluster of themes.

Refer these clusters back to the original protocols to validate them.

Note discrepancies among or between the various clusters, avoiding the temptation of ignoring data that do not fit.

5. Integrate results into an exhaustive description of the phenomenon under study.

6. Formulate an exhaustive description of the phenomenon under study in as unequivocal a statement of identification as possible.

7. Ask the participants about the findings thus far as a final validating step.

The following research exemplar explains how

the foregoing discussion of philosophical and

methodological issues about phenomenological

approaches illustrates the analysis of a qualitative

study of male commercial sex workers.

Grounding the discussion are the assumptions of

Boykin and Schoenhofer's theory of Nursing As

Caring, facilitated by the use of a conceptual

model integrating philosophy, methodology and

nursing theoretical perspectiv

Parents and students were handed consent and assent forms, respectively. The specifics of the study's conduct were disclosed in the forms. To confirm their participation in the study, parents and students were asked to sign consent forms. The research was also submitted for assessment to the University Research Ethics Committee, which gave clearance to proceed. Any data gathered throughout the study was held in absolute confidence. The real names of the research participants were never exposed in any aspect of the study. Finally, it was emphasized that participation in the study is entirely voluntary, and that individuals can opt to withdraw at any time.

RESULTS

The mean gain difference in the students' pretest and posttest performance after the intervention are shown in the succeeding Figures.

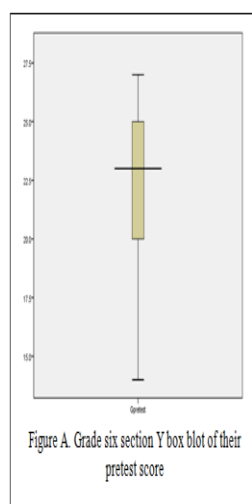


Figure A. Grade six section Y box blot of their pretest score

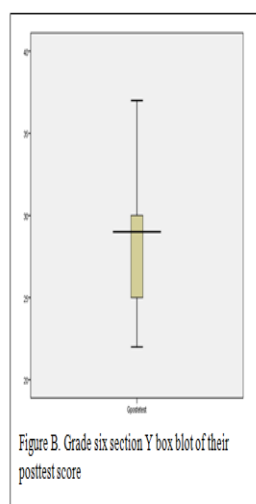


Figure B. Grade six section Y box blot of their posttest score

A paired-sample *t*-test was used to see if the performance of grade six section Y students ($n=22$) in Values Education improved significantly after they were exposed to experiential learning. Figures A and B illustrate that neither the pretest nor the posttest results have any significant outliers. The pretest mean score was

substantially lower (Mean=22.36; SD=3.90) than the posttest mean score (Mean=28.45; SD=4.00). As a result, after being exposed to the experiential learning method, the pupils' performance improved significantly (Mean difference = -6.37; SD=4.19; $t=-6.83$; $p.000$).

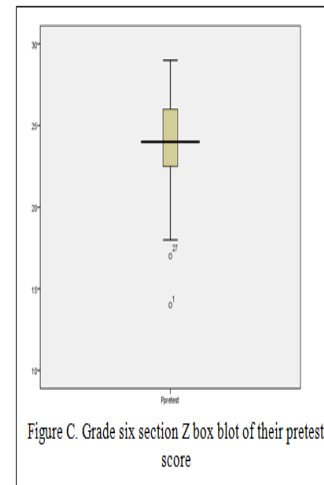


Figure C. Grade six section Z box blot of their pretest score

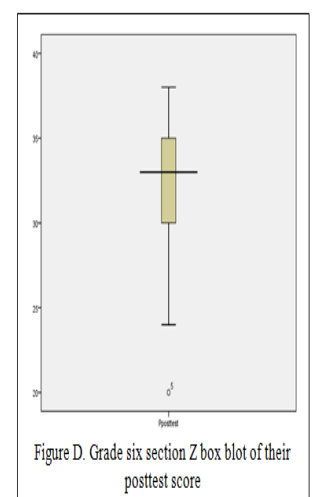


Figure D. Grade six section Z box blot of their posttest score

The performance of grade six section Y students ($n=22$) in Values Education improved significantly after they were exposed to experiential learning, as shown in a paired-sample *t*-test. Figures A and B show that there are no notable outliers in the pretest or posttest data. The pretest mean score (Mean=22.36; SD=3.90) was significantly lower than the posttest mean score (Mean=28.45; SD=4.00). The students' performance increased significantly after being exposed to the experiential learning method (Mean difference = -6.37; SD=4.19; $t=-6.83$; $p.000$).

DISCUSSION

The utilization of experiential learning methods in teaching Values Education improved their performance, according to the study. The pupils benefited from both synchronous and asynchronous contact. This data backs up Anthonyamy et al. (2021) that students do better in a blended learning environment. These findings

suggest that the experiential learning method is an effective way of assisting pupils in demonstrating conceptual understanding and demonstrating actions that demonstrate the acquisition of learning competencies in Values Education, such as responsibility toward oneself and family, love of neighbors, country, and world, and God toward the greater good. As one student put it, *"I have learned so many lessons since the first day of online class. Every lesson I learned stayed with me for a long time. Each lesson has a practical application. The lessons I acquire will assist me in becoming a better person."* In a similar vein, a student stated, *"This year has been unlike any other year. We learn online, do assignments on a computer, create activities using video, participate in on-screen programs, and meet with our teachers using the Zoom App or Google Meet. It does not matter as long as we are still motivated to develop excellent ideals and proper behavior."* According to Craven (2020), in a synchronous class, students can express their interests and ask questions if the teacher initiates a virtual classroom interaction.

Another student said that *"During the COVID – 19 pandemic, I learnt a lot about personal responsibility and what it takes to be a member of a family in the last few months. I am glad to say that I have demonstrated most of the attributes discussed, but I must acknowledge that several of the principles and qualities discussed require additional development on my part."* *"I learnt to understand my family despite our differences in traditions and beliefs because of the values I gained in Values Education,"* remarked a student who met his relatives for the first time.

Further, a student emphasized that *"In this subject (Values Education), I learned a lot of things especially, good values and the right behavior in the classroom and community. It made even more respectful to others. And made me think the right way when deciding things. It helped me to make my personality better. I love learning new values every day because it makes my day better."* A student also shared that *"I come to realize that the virtues/qualities I learned will me to become a better person in the future. Practicing the virtues, I learned can be hard and confusing but as I grow up, I know that at in some point of my life I will be facing a lot of hardships and these virtues will help me get through with them over time."*

"All of these are not just lessons to learn, but also to do in real life," one student said, *"because what is the benefit of learning Values Education if you won't even do it."* What does that imply? Oh, what a simple topic. I can clearly respond in three minutes. No! It does not imply that it will be simple for you to be deemed good. You may have good academics, but your demeanor is poor and nasty. You must be exceedingly generous and humble, as well as having excellent academics. Your intelligence and IQ do not matter; it is your attitude that counts, because goodness makes God happy. Our objective on this planet is to satisfy God, not ourselves. We might be able to follow these until we grow up if we all do it until we grow up. We must constantly show off our talents when the time is perfect because our talents are gifts from God, and without them, we are nothing exceptional, and we will have no value. We are all nothing without God. That is why we must always appreciate all these values since God

given them to us not so that we could obtain good marks, but so that we could show love, aid others with these values, respect, and show courteous manners to everyone." Finally, a student said that *"Because each one of us has our time to shine bright like a diamond."*

Experiential learning is self-initiated learning, according to Rogers (Office of Learning and Teaching, 2005), and a student learns when he is actively involved in the learning process. He went on to say that major learning takes place in a supportive setting. In the unstructured interview, the students described their realizations about the lessons learned during the intervention. From their qualitative responses, seven themes were discovered using a thematic analysis method.

Theme 1: Being Truthful

During the COVID – 19 Pandemic, most of the families were still intact. They live with their significant others, such as parents, grandparents, and relatives. These notable persons could be a good source of information regarding Values Education topics.

"We did an interview with a member of our family asking, "What is the value of telling the truth?" a student explained. I discovered that we are honest when we tell the truth, which means we are true, sincere, and reliable. Our daily lives must be governed by our love for the truth. We must put it into practice in order for people to enjoy and trust us." *"I learned that I should cultivate and build my good set of values including love for truth, fortitude, tranquility, critical thinking, open-mindedness, and patience,"* another student explained. As a student emphasized that *"When you tell the truth, you win*

people's trust, and when they trust you, they listen to you and believe what you say. When you lie to other people, though, you will always feel guilty and have no peace of mind." In a similar manner, a student stated, *"A person who loves the truth never lies and becomes trustworthy, a characteristic that we should all strive for."* Also, if you love the truth, you will have the fortitude to accept your mistakes, regardless of the consequences."

"I grew up being taught by my family to always tell the truth, even if telling the truth may occasionally result in me being reprimanded and hearing cruel words, which is common when we make mistakes," a student recounted. Further he stressed that *"I'd rather not say anything than tell lies, but I always wind up telling everything when I'm ready. It's unfortunate that most individuals would rather tell soothing lies than tell the truth. "A falsehood may take care of the present, but it has no future," I agree wholeheartedly."* Moreover, *"I learned that we should always tell the truth all the time, it is difficult to be in a situation where you lie to somebody or worse, if it is discovered that you are not telling the truth. When you are truthful or honest you will earn people's trust, and when you lie, you will be subjected to doubt and suspicion."*, a student said.

Being able to develop critical thinking

The students were exposed to learning activities that allowed them to solve real-life problems. As a student mentioned that *"Critical thinking permits us to apply reasoning and improve our problem-solving abilities. It is critical that we reflect on our actions. We must choose what is good for us and avoid what is harmful. We saw a movie about the Covid-19 pandemic and used the problem-solving*

loop in this topic. "This is backed up by a student who stated, *"I admit that most of the time it's just accepting, absorbing, and memorizing, especially the teachings we addressed."* It is simply that I rarely ask questions or go deeper into what is being taught to me. I learnt how to use the problem-solving loop in this lesson."

"Critical thinking is crucial so that we can do things correctly, remember that we should think before we do something. Because not everything you see on social media is true, do not believe everything you see because some of it could be fake. I learned in this lecture that we should think critically and not believe everything we see or hear", a student stated. Another student emphasized that *"Critical thinking is when you try to reason logically and think outside the box. It enables you to improve your problem-solving abilities. You demonstrate critical thinking ability when you ponder carefully before acting. As a result, we must think critically in order to come up with the best solution to our problem."* *"I learned that critical thinking would always make you cautious and careful since critical thinking involves thinking before acting,"* a student concluded. Also, *critical thinking entails requesting God's assistance prior to taking action."*

As Risnanosanti et al. (2019) concluded that giving well-designed assignments engages students in learning activities, allowing them to strengthen their thinking skills, particularly critical thinking skills. Students are given assignments in the form of open problems that allow them to explore topics for themselves. This can serve as a foundation for boosting learning quality. On a similar note, Abrami et al. (in Petrie, 2020) emphasized that the most successful

methods for improving student critical thinking skills are those in which students work on real-world problems and engage in discourse. Students can understand and engage with authentic difficulties and real-world problems through simulations, games, and role-playing, for example. Questions posed by the teacher, whole-class conversations, and small-group talks are all examples of dialogue.

Being open-minded

"An open-minded person welcomes the uniqueness of others and respects everyone," a student observed affectionately. *"To become an open-minded person, we must listen to and accept the viewpoints of others, regardless of whether they are correct or incorrect. Open-mindedness can help you work together, accept groupmate recommendations, and come up with the greatest solution, just like when performing a school project with a group"*, he further stressed. This is backed up by a student who says, *"Open-mindedness allows me to learn and appreciate my classmates' viewpoints, ideas, and distinct abilities and skills, as well as the fact that we all have various strengths and limitations that I must accept."*

A student eagerly shared that *"I can proudly say that being open-minded is one of my strengths. I accept that I do not know everything and that every day of our lives is a learning process. That is why I am really open to new ideas and willing to try out new things if it is not illegal. I also do not discriminate other people because I always put myself in their shoes and I respect that each one is gifted with uniqueness and we can learn from them as well."*

On a personal note, a student expressed that *"I learned that we should accept our weaknesses and listen to people's opinions so we can correct our misperceptions. I also learned that we should treat everyone equally, and not to discriminate. Which is supported by a student who said that "When you are open-minded, you learn from being scolded due to your mistakes."*

Being calm

A student shared that *"I remember in this lesson we did a video on how we can keep ourselves calm. I was doing yoga in my video."* This claim is supported by another student saying, *"Staying calm is the best way to fight my challenges in life. To overcome my problems and challenges in life, I get things done in a gentle way by being calm. When I am calm, I am able to figure out on how to solve my problems and get more things done because I do not panic."*

Further, a student mentioned that *"I need to practice being calm because I easily panicked if I do not know or forget the answers. I panicked on deadlines and exams. I panicked if I commit mistakes. I panicked if my Mom is mad. In this lesson I am thankful because I was able to learn some ways to calm myself such as thinking happy thoughts, watch funny movies, keep a journal where I can be honest with my feelings, be grateful and drop the complaints, reduce noise, do not take things personally, cry if I need to, pray or just be silent in a chosen place in my house and listening to music which I like the most because it somehow emptied my mind from worries especially the relaxing tunes."*

Being courageous

"When I am courageous, I am brave enough to face the challenges in life even the difficult ones. If I can handle them, the better my life would be and the better person I would become. To overcome all my struggles and challenges in life, I need to have a dose of courage", a student said.

A student emphasized that *"I realized that I am indeed braver than I thought. It made me realize that there are plenty of things that I did courageously such as I can tell my parents when I have done something wrong. I can say sorry to someone whom I have offended or hurt. I can move forward despite fear. I can remind my classmates that it is not good when they say bad things about others. I can go to a public restroom on my own and I can be left alone to fend for myself and my brother at home. I also learned that courage and fortitude are the same. These are important virtues to face the difficulties and challenges that life brings because difficulties are opportunities for us to put bravery into action."*

Similarly, a student claimed that *"Courage allows me to face the obstacles and challenges with grace. In the times when I feel down, I tell your parents and family about it. I am ashamed at the beginning but at the end I feel relieved listening to their advices."* *"Courage taught me to face my fears in order to see the brighter side of life",* claimed by another student.

Lastly, a student shared that *"I learned that fortitude is one of the most important skills when we play sports. Fortitude must also come with*

sportsmanship. Fortitude is also one of the best attitudes to master because without fortitude we give up easily.”

Being patient

The student shared that “Patience is the ability to wait for things to happen without complaining and remaining calm even if things do not happen the way we want them to be. Just like the video that was shared to us about the story of Walt Disney and Henry Sy. Both suffered hardships and failures in life but hardships and failures were not a hindrance for them to continue to endure and exert more efforts to achieve their dreams and goals. They kept on trying until they became successful. They persevered. I was deeply touched from their stories because thinking what they did was indeed difficult if I were on their situation. I guess right now as a student, I must practice all the virtues of patience and perseverance. I need to nurture my values and develop a good character. I will strive harder to become the best person that I can be.”

A student willfully said that “Many of us want to become successful someday and success does not happen in just a click of our hand. Like, I need to be patient and continue doing my plans no matter how difficult these challenges maybe for me to reach my dreams. I need to persevere and never give up until I reach my goals in life and become successful.” Another student was able to recall an experience who said that “I applied in my recent vacation the virtue of patience by cuing in a long line to ride the bus and sustain in the three hours land trip to visit my relatives.” A student claimed that “Patience and perseverance are the traits that I have to master these past months because there are a lot of things that I have to do on my own due to online classes. I can do and surpass all

these through prayers and with the help of my family.”

A student emphasized that “I learned that being patient is very important. Patience will give you bigger because there was one time, I asked for a lightsaber worth Php 699.99. I was so excited to have it. My Mom and Dad said, ‘Do you really want that toy? Maybe next time they will be on a big sale or discount.’ I insisted to have the lightsaber. I kept on playing with the lightsaber once I had it. After two years, we went back to the mall and suddenly I saw the price that it was already Php 200.00. I showed my mom the toy again that it was already 200 pesos. She said, ‘See I told you we could have bought two lightsabers for you and look at it, it looks better than the one we bought two years ago.’ I suddenly regretted that I bought it without waiting. I realized it is very important to be patient because patience will give you more.” Lastly, a student said that “I learned that I strived hard to reach my dreams and continually find ways to achieve them. If I am patient, no one can stop me. Being patient, I can endure even if circumstances are difficult.”

Being able to express one’s aesthetic value in various forms

As proof of their reflection on the topics in Values Education, the students were able to write a short story, a poem, or a song. The students' aesthetic expressions are a representation of their creative thinking. Aesthetic education, according to Shih (2020), is not about molding children into artists, but rather about molding them into citizens with aesthetic literacy. The importance of aesthetic education for children's early education cannot be overstated. People are born with aesthetic potential, which must be nurtured via daily

life and interaction with others. He further concluded that teachers can better perform aesthetic education for children through aesthetic teaching, life-based teaching, varied teaching, teaching via experience, teaching by doing, individual teaching, imaginative teaching, and perceptual teaching are all examples of different types of teaching. Guiding the students to aesthetic experience promotes the development of their aesthetic intelligence.

Pedagogical Implication

This research suggests that after the pandemic, future face-to-face learning engagements could use the experience learning technique in flexible learning as one of the teachers' pedagogical methods. Although lessons may be held in classrooms, the combination of experiential synchronous and asynchronous activities can be continued using a Learning Management System that the students are familiar with during the quarantine period. According to Garrison and Cleveland-Innes (2005), the teacher must provide clear rules to students, maintain engagement through questioning, focusing, and modeling, determine the direction of learning, and progress meaning-making and understanding through online interaction. This backs up Annamalai's et al. (2021) conclusion, that youths, as digital natives, require an innovative learning environment. New learnings, according to Rogers (Office of Learning and Teaching, 2005), are the product of a dynamic and continual process of change that is influenced by the learning environment. As a result, the Values Education learning activities aided students in understanding the virtues they highlighted in their realizations as well as their aesthetic value manifestations in the form of stories, poetry, and song

production. Students were quite willing to share their ideas with the entire class. In a virtual classroom, the teacher can engage the students in a discourse to build relationships, as Craven (2020) pointed out. Although the teacher can only see the students' faces, he can detect nonverbal indicators such as tone and facial emotions through discussion. Students display openness when the teacher develops a sense of trust, which helps increase the class' relationships.

CONCLUSION

Students that were exposed to experiential learning methods in both synchronous and asynchronous interactions during the COVID-19 pandemic improved their Values Education performance. These pupils said they learned to be honest, capable of developing critical thinking, open-minded, peaceful, courageous, and patient. The children were able to write a tale, poetry, and a song as an aesthetic embodiment of the ideals they had learned. Overall, the usage of experiential learning methods had a positive impact on students' learning. Teachers should create and implement novel experiential learning methods in other learning areas to meet the demands of 21st-century learners and deliver sustainable and high-quality education to achieve the fourth Sustainable Development Goal.

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