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Pedagogical approaches for technology integration in performance tasks in Music, Arts, Physical Education, and Health (MAPEH)

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Abstract: The integration of technology in Music, Arts, Physical Education, and Health (MAPEH) subject in the Philippines offers numerous benefits, especially when integrated with pedagogical approaches and used in performance-based tasks in MAPEH. This study utilized the basic qualitative research design as it described the pedagogical approaches used by teachers for technology integration in performance tasks in MAPEH how MAPEH teachers in the Philippines use technology in student performance tasks. It explored how 22 MAPEH teachers under the umbrella of Schools Division of Roxas City, use technology in student performance tasks using an interview. The researcher found that teachers leverage various approaches like flipped classrooms and technology-enhanced collaboration to make learning more interactive. A range of educational technology tools including video platforms and editing software to empower students in performance tasks were utilized. However, challenges like accessibility and student skill levels persist. Despite these hurdles, resourceful teachers personalize activities and promote collaboration to ensure all students benefit from a technology-rich learning environment. By understanding these factors, the researchers aimed to improve MAPEH education by the proposed seminar-workshop, where teachers collaborate and share experiences related to technology use in performance tasks. This collaborative and action-oriented approach aimed to help teachers learn from each other and continuously improve their teaching practices.

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INTRODUCTION

Music, Arts, Physical Education and Health (MAPEH) has long been recognized as an essential component of the educational curriculum, aiming to promote physical fitness, health, and overall well-being among students. Teaching MAPEH is of paramount importance since they contribute significantly to the holistic development of students, fostering well-rounded individuals who are not only academically capable but also socially, emotionally, and physically competent.

Traditionally, performance tasks in MAPEH has relied on conventional teaching methods and assessment tools that often focus on skills and performance without fully harnessing the potential of modern technology. However, the evolving landscape of education, coupled with the increasing ubiquity of technology, has opened up new opportunities to revolutionize the way MAPEH is taught and assessed (Department of Education, 2015).

On the other hand, the pedagogical approaches refer to the method and practices of a teacher and how they approach their teaching style, and relates to the different theories they use, how they give feedback, and the assessments they set (Learning Journal, 2021). Therefore, the researchers deemed it crucial in integrating technology into performance tasks in MAPEH, as it ensures that technology integration in performance tasks enhances the learning experience in MAPEH, fosters student growth and development, and prepares them for success in the digital age.

Hence, integration of technology into MAPEH performance tasks, and in the overall pedagogy of this subject, holds significant promise for enhancing both teaching and learning experiences. In particular, technology can be leveraged to transform performance tasks, a critical aspect of MAPEH, by providing innovative tools for assessment, feedback, and motivation. This research explores the evolving role of technology in PE, with a specific focus on its integration into performance tasks.

As education evolves in response to the demands of the digital age, the traditional boundaries of learning are being redefined. In this context, the incorporation of technology into MAPEH represents a shift from the conventional to the contemporary, aligning the subject with broader educational goals such as digital literacy and critical thinking (Corbin, et al (2017). It also bridges the gap between the physical and digital worlds, offering novel ways to engage students and promote active participation.

Furthermore, performance tasks in MAPEH traditionally rely on subjective assessment methods, often plagued by biases and inconsistencies. The integration of technology allows for the implementation of objective measurement tools, such as wearable fitness trackers, video analysis, and mobile apps, providing real-time data on students' performance. These tools not only offer precise assessment but also facilitate immediate and constructive feedback, enabling students to track their progress and make informed improvements.

More importantly, technology integration has the potential to make MAPEH teaching and learning process more inclusive by accommodating diverse abilities and learning styles. Adaptive technologies can tailor performance tasks to individual needs, ensuring that every student can participate and progress at their own pace. This personalization of learning experiences is a significant step towards promoting equity in physical education.

The researcher worked as a MAPEH educator for several years and witnessed firsthand the evolving landscape of education and the increasing importance of technology integration in enhancing learning experiences. Throughout the researcher teaching career, the researcher has been driven by a passion for innovative teaching methods that engage and inspire students in the realms of Music, Arts, Physical Education, and Health (MAPEH).

The personal motivation of the researcher for pursuing this research stems from a desire to bridge this gap between technology and pedagogy in the MAPEH domain. As an educator committed to fostering holistic development and creativity in my students, the researcher recognizes the potential of technology to enhance performance-based learning tasks, whether it be composing music, creating artworks, or engaging in physical activities.

Moreover, the researcher experiences in the classroom have highlighted the need for evidence-based pedagogical approaches that effectively leverage technology to meet the diverse learning needs of students and promote active participation and skill development. By exploring and evaluating various pedagogical approaches for technology integration in MAPEH performance tasks, the researcher aims to contribute practical insights and recommendations to educators, curriculum developers, and policymakers striving to enrich the educational experiences of students in this domain.

On the other hand, while the integration of technology in MAPEH offers numerous benefits, not much study was conducted with regard to technology integration and the pedagogical approaches being used by teachers in integrating technology in performance-based assessments in MAPEH. As such, the gap in this literature is an opportunity worth exploring, particularly that the Division of Roxas City in relentless in its pursuit in adapting technology in the teaching and learning process.

Objective of this study

The primary purpose of this study was to describe the pedagogical approaches used by teachers for technology integration in performance tasks in Music, Arts, Physical Education, and Health (MAPEH).

LITERATURE REVIEW

Pedagogical approaches

Pedagogical approaches in the classroom are the strategies and techniques used by educators to facilitate effective learning experiences for students. These approaches play a crucial role in molding the classroom environment, determining how content is presented, and ultimately influencing students' comprehension and retention of information. Several factors, including the subject matter, the age and developmental period of the students, and the learning objectives, influence the selection of a pedagogical approach.

In early childhood education, for instance, a constructivist approach that promotes hands-on learning through play may be utilized, whereas in higher education, a student-centered approach involving discussions and problem-solving activities may be favored. The key to effective teaching is aligning the chosen pedagogical approach with the intended learning outcomes, thereby ensuring that students are actively engaged and equipped to become independent learners (Grossman, 2019).

In addition, Guardia et al. in 2014 stated that pedagogical approaches are not static; they change as educational research and technology advance. Blended and flipped classrooms are gaining in popularity and are frequently incorporated into contemporary instructional methods. Recognizing that students have diverse learning styles and requirements, there is also a growing emphasis on individualized and differentiated instruction. In conclusion, pedagogical approaches play a central role in effective teaching, and educators must adjust and innovate to meet the changing demands of education in a world that is undergoing accelerated changes.

Pedagogical approaches in instructing are the foundation of an effective education, as they determine how students acquire, assimilate, and retain knowledge. These approaches serve as a road map for educators, directing them in the design of instructional strategies that are aligned with specific learning objectives and the individual requirements of their students. According to the study of Grossman et al., (2019), the selection of a pedagogical approach is a deliberate decision influenced by various factors, including the subject matter being taught, the developmental stage of the students, and the broader educational context.

In early childhood education, for instance, a constructivist approach that promotes hands-on, experiential learning may be preferred, whereas in higher education, a student-centered approach involving discussions, problem-solving activities, and collaborative projects may be more suitable.

In response to advances in educational research and technology, pedagogical approaches are not static; they evolve. Concepts such as blended learning and flipped classrooms are acquiring prominence in today's classrooms as a means of incorporating technology to enhance learning. In addition, there is a growing emphasis on individualized and differentiated instruction to accommodate students' diverse learning styles and abilities. Educators must be able to adapt and innovate their pedagogical approaches to meet the changing demands of education in a world that is changing swiftly.

Effective pedagogy aims to create a dynamic and engaging learning environment in which students are not passive recipients of information, but rather active participants in their

own education, endowed with the skills and knowledge to become perpetual learners (Guardia et al., 2014).

MAPEH teaching

Education is not only about imparting academic knowledge; it is also about cultivating well-rounded individuals who have a holistic understanding of the world and the skills necessary for a successful existence. Teaching music, arts, physical education, and health (MAPEH) in schools plays a crucial role in attaining this holistic educational objective. This essay examines the multifaceted effects of teaching MAPEH, focusing on its crucial role in cultivating creativity, physical fitness, emotional well-being, and enduring health awareness (Grossman, 2019).

Developing Creativity through Music and the Arts. Music and arts education provide a unique platform for students' self-expression and creative exploration. By teaching music and the arts, schools foster a sense of imagination and creativity that transcends the classroom. Students are exposed to a variety of artistic expressions, including music, painting, sculpture, dance, and theater, allowing them to discover and cultivate their talents and inclinations. In addition, these subjects promote essential life skills such as critical thinking, problem-solving, and the ability to consider outside the box (Kozma et al., 2016).

Promoting Physical Health and Fitness through Physical Education. Physical education is essential to fostering physical endurance, health, and well-being in students. It provides a structured environment for students to engage in regular physical activity, learn the significance of exercise, and develop enduring practices of remaining active. In an era distinguished by increasing sedentary lifestyles and the prevalence of juvenile obesity, the role of physical education in schools cannot be emphasized (Kozma et al., 2016).

Physical education programs offer a broad variety of activities, ranging from traditional sports to dance and yoga, to accommodate a variety of interests and abilities. This ensures that all students, regardless of their athletic prowess, can find a physical activity that they appreciate and is beneficial to their health. Moreover, physical education teaches collaboration, cooperation, and sportsmanship, skills that are not only useful in athletics but also in other areas of life, including the workplace (Grossman, 2019).

Health Education with an Emphasis on Emotional Health. Health education is an essential component of the curriculum that addresses not only physical health but also mental and emotional well-being. It provides students with the knowledge and skills to make informed decisions about their health, fostering responsible behaviors and a positive sense of self. Teaching topics related to mental health, stress management, and healthy relationships is more essential than ever in a time when youth mental health concerns are increasing (Guardia et al., 2014).

Health education empowers students to comprehend and manage their physical and emotional health, thereby fostering resilience and coping strategies. It also addresses critical issues such as substance abuse, sexual health, and nutrition, providing students with the knowledge necessary to make healthy decisions throughout their lives (Corbin, et al., 2017).

In schools, the teaching of MAPEH subjects prepares pupils to become well-rounded adults. MAPEH contributes to the development of essential life skills that extend beyond the classroom, whereas academic subjects are indispensable. These abilities include originality, critical thinking, collaboration, self-discipline, and self-worth. Additionally, MAPEH subjects can open doors to possible career opportunities.

Students who excel in music, the arts, physical education, or health-related disciplines may pursue careers in these areas, enhancing their lives and contributing to society in the process. Even for those who are not pursuing careers directly related to MAPEH, the skills

and knowledge acquired are transferable and valuable in a variety of professional contexts (Guardia et al., 2014).

The teaching of music, the arts, physical education, and health in institutions has far-reaching, multifaceted effects. It fosters creativity, promotes physical fitness and well-being, prioritizes emotional health, and prepares students to become well-rounded adults. By providing a comprehensive education that includes MAPEH subjects, schools play a crucial role in fostering not only academically capable individuals, but also emotionally resilient, physically fit, and culturally aware citizens who are equipped with the skills and knowledge necessary to succeed in all aspects of life. Therefore, the incorporation of MAPEH in the educational curriculum is a crucial investment in the well-being and future of our students and society as a whole (Daum et al., 2014).

Increasing Cultural Competence. Exposure to diverse forms of artistic expression in MAPEH courses fosters cultural competence and global consciousness. Through the arts, students acquire knowledge of diverse cultures, customs, and worldviews. This knowledge fosters empathy and respect for cultural diversity, a crucial skill in the interconnected world of today (Guardia et al., 2014).

Positive Lifestyle Habits. The emphasis of health education is on the formation of lifelong healthful practices. Lessons on nutrition, fitness, and mental health equip students with the knowledge and skills they need to make informed decisions regarding their well-being. By encouraging health-conscious behaviors early in life, these classes contribute to the prevention of chronic diseases and promote a higher quality of life as an adult (DeCorby et al., 2015).

Learning social and emotional skills (SEL). MAPEH subjects serve as an optimal foundation for social and emotional learning (SEL). Through group activities, collaborative endeavors, and the creative arts, students develop important interpersonal skills such as empathy, communication, and conflict resolution. These abilities are essential for forming positive relationships and navigating the complexities of adulthood. Civic and Neighborhood Participation.

MAPEH can encourage civic and community participation. Students who participate in music and art programs are frequently invited to community performances and cultural events, thereby positively impacting their communities. Physical education can impart a sense of responsibility for one's physical health, thereby inspiring students to advocate for wellness in their communities (DeCorby et al., 2015).

The impact of teaching music, the arts, physical education, and health in schools extends far beyond the acquisition of knowledge and skills. These subjects foster creativity, promote physical and mental health, cultivate cultural competence, and equip students with vital life skills.

As educators and policymakers continue to recognize the significance of a well-rounded education, MAPEH subjects remain an essential component of a curriculum that prepares students for success in all aspects of life. Not only do the benefits of these subjects contribute to the development of individuals, but also to the prosperity of communities and societies as a whole.

METHODOLOGY

Research design

In this study, the researcher employed the qualitative research design, which utilized the Basic Qualitative Study in order to explore the pedagogical approaches used by teachers for technology integration in performance tasks in MAPEH.

Locale of the study and respondents

This study was conducted in eight high schools under the Department of Education Schools Division of Roxas City in School Year 2023-2024.

Research instruments

Based on the problem statement of this study the instrument used in gathering the data was an in- depth interview guide. The interview guide consisted of a total of 7 questions that would seek the participants' responses the pedagogical approaches. The researcher obtained the information from the participants. Interviews was done through face-to-face discussion.

The examining committee verified the interview guide. Open-ended questions were used so that the participants could not simply answer yes or no but had to expound on their answers to the topic. Three MAPEH teachers examined the questionnaire for content validation. They looked into the suitability, consistency, and clarity of the interview guide to elicit the desired responses from the participants. The validated research instrument tool was composed of 7 questions which sought to address the central questions of the study and was prepared to assist the three experts in validating the interview guide questions. Their remarks and suggestions for revision or enhancement of the guide questions were noted, consolidated, incorporated, and submitted to the adviser for approval.

After the validation and approval of the instrument, it was finalized and used for the gathering of data. The qualitative data for the research was collected through an in-depth interview.

Data analyses procedure

This study used the Thematic Analysis Approach by Braun and Clarke. Thematic analysis was a qualitative data analysis method that involved reading through a data set (such as transcripts from in-depth interviews or focus groups) and identifying patterns in meaning across the data (Braun et al., 2020).

Braun and Clarke (2006) outlined a six-step process for thematic analysis of qualitative data. The researcher first familiarized herself with the data by immersing themselves in transcripts, interview notes, or other materials. This initial step involved careful reading and rereading to gain a general understanding of the content and participants' experiences.

Next, the data was coded using inductive coding or ground up coding by Colaizzi (2018). Inductive coding is a ground-up approach where the researcher derived codes from the data and allow the narrative or theory to emerge from the raw data itself. Then, codes were labels assigned to interesting or meaningful segments of text that captured specific concepts or ideas.

After this initial coding, researcher identified recurring patterns and connections within the participants' responses. These codes were then organized into potential themes and involved considering how the codes related to each other and how they might contribute to a broader understanding of the research topic.

Once a set of potential themes was established, researcher refined them. They reviewed each theme in detail to ensure it accurately reflected its associated codes into subthemes. The fifth step involved defining and naming the final themes. Each theme was given a clear definition that captured its core meaning and how it related to the data. Additionally, concise names were assigned to the themes for easy reference. Finally, researcher wrote a report of their thematic analysis findings. This report presented the themes in a clear and organized way, explaining their meaning and significance with evidence from the data. The report also discussed how the themes connected to existing literature and the broader research context.

FINDINGS AND DISCUSSION

Pedagogical approaches used by teachers for technology integration in performance tasks in MAPEH

Research-based learning with technology

Research-based learning with technology (RBLT) combines the power of student inquiry and technology tools to create a deeper and more engaging learning experience. Participant T2 stated that, "…technology and music are really part of our everyday life. Especially in Music, Arts, PE and Health, technology is very important because that is where student can also research…they have their data [internet connection]. That is where they equip themselves or they use that as one of the utilities where they utilize their phones to search for music, search for dance steps in PE [for example]. It really is important during this 21st century… Now, because they have the technology, they can easily access all of that."

Moreover, T18 also affirmed the statement of T2 by saying, "First is collaborative learning and research-based outputs and learning by doing, so we let the students explore the answers and the topic by using technology and internet."

Overall, RBLT, when implemented effectively, can be a powerful tool for promoting deeper learning, critical thinking, and digital literacy skills in students as they work independently as in support to the study of DeCorby et al. (2015).

Output-based learning (OBLT)

It flips the script on traditional learning by focusing on the final product students create, rather than just absorbing information. This method shares some similarities with project-based learning, but the key here is the "output" itself. Teachers like T5 and T21 use OBLT to great effect. In one example, students studying arts use their own cameras and phones to create photography or film projects, demonstrating their understanding while also developing editing skills.

Another example involves creating videos showcasing artistic processes, where students not only display their artistic talents but also delve into video editing, potentially scriptwriting, and even role-playing. OBLT with technology fosters a more engaging and dynamic learning experience by allowing students to showcase their understanding in creative ways, while also developing valuable technology and collaboration skills.

Flipped Classroom Approach with Technology

The flipped classroom approach with technology tackles limitations in MAPEH subjects by shifting some learning outside the classroom and maximizing class time for practical application. Teachers like T4, T13, and T14 use technology to their advantage. They don't need fancy facilities – students can watch instructional videos on folk dances at home on YouTube, or research topics online using their phones if they have Wi-Fi access.

This frees up valuable class time for more engaging activities. Instead of passively receiving information, students come to class prepared, allowing them to practice dance moves, collaborate on performance tasks, and utilize the available facilities more effectively.

This approach offers several benefits according to the participants. Technology personalizes learning by letting students' progress at their own pace. Researching online equips them with important research and digital literacy skills. Most importantly, class time becomes a space for collaboration, fostering teamwork and communication – crucial skills for successful performance tasks.

By flipping the classroom and leveraging technology, these teachers transform their MAPEH classes from passive to active and engaging, empowering students to take charge of their learning, develop valuable 21st-century skills, and ultimately shine in their performances, even with limited resources (DeCorby et al., 2015).

Technology-aided instructions

Technology-aided instruction (TAI) isn't just about throwing technology into the classroom. As teachers T8, T10, and T22 highlight, TAI is about strategically using technology tools to boost learning. T8 and T10 showcase the power of visual and auditory aids. By using speakers and televisions to incorporate videos, they cater to students' natural tendency to learn visually. This goes beyond simple explanation, allowing students to grasp concepts quickly and efficiently.

In today's world, teachers like T22 recognize that being digitally literate is crucial. They don't shy away from learning new applications or searching resources like YouTube. This commitment to continuous learning ensures they stay relevant and can effectively use technology to spark student interest. Ultimately, TAI done right makes teaching more effective and empowers students to thrive in our technology-driven world.

This result aligned with the study of Corbin et al. (2017) which also discussed the importance of teachers using a variety of methods in integrating technology to monitor and adapt their teaching to best suit their students' needs and ultimately achieve quality education.

Moreover, pedagogical approaches play a central role in effective teaching, and educators must adjust and innovate to meet the changing demands of education in a world that is undergoing accelerated changes as also found out from the study of Guardia et al. (2014). Overall, by strategically incorporating these platforms and technology-integrated approaches, even schools with limited resources can create engaging learning environments for their MAPEH students.

Educational technology tools MAPEH teachers used for technology integrationin performance tasks

Available media

MAPEH teachers leverage online resources like royalty-free music libraries, sound effect archives, and image databases as students can incorporate these elements into their performances, enriching their presentations with diverse audio-visual components.

Yet, readily available media are still lacking in most of our schools then making an impact in the teaching-learning process.

> "[It] depends on the availability, since we know that in public schools, we lack equipment and facility to use during our class discussions. So, whatever available media we can use example speakers, projectors, TV, laptops and internet connection but sometimes those are not even available)."

While the availability of technology integration offers a wealth of possibilities in learning, resource limitations in public schools are still a very real challenge.

Presentation and collaboration tools

Interactive presentation tools like PowerPoint presentations allow for students to collaborate remotely, adding visuals, animations, and even embedded videos to showcase their learning journey. These tools foster teamwork and communication, while creating engaging presentations that complement their MAPEH performance tasks.

> "As what have participant T1 had said, "For student performance in music, I use speakers, keyboard piano application, and we also use laptops sometimes when the students perform or create PowerPoint presentations for the discussion of the lessons. For arts—for grade 10, we have digital format—we use cell phones. For Physical Education, I utilize apps like pedometer which is a step counting app wherein in a day you need to have 10,000 steps. For Health, we also use cellphones and apps for editing where they make video presentations…"

A various presentation and collaboration tools are handy and efficient for different learning areas subject like MAPEH.

On the other hand, participant T12 opted to utilize technology as highway of students in presenting their activities and showcasing their performance tasks.

> One stated, "Especially in MAPEH 10, we are dealing with mobile or technology-based arts. So, I allow them to use their mobile phones, wherein they can submit their activities or performance tasks. I notice that students are] hands-on in applying their abilities when. They use technology.

Interactive editing tools

MAPEH teachers are finding that technology can make learning fun and engaging for students. There's a whole range of interactive editing software available, like CapCut, PixelArt, and PhotoGrid.

These tools let students experiment with photos, videos, and sounds to create original pieces for their assignments. This goes beyond just watching or listening – students are actively involved in the learning process.

The teachers themselves mentioned using CapCut, a popular video editing app, for dance performances. YouTube is another platform some teachers use, particularly for dance majors, allowing them to post their work. For photography and editing tasks, teachers might have students download apps like PixelArt or PhotoGrid onto their phones.

These tools are not only free, but also readily accessible, making them perfect for student projects. Teachers have noticed a positive impact on student creativity – they can see it in the quality of the edited outputs. On the other hand, some teachers use tools like CapCut to create short, informative videos for students who are absent or struggling to keep up.

Overall, these interactive tools transform learning from passively receiving information to actively exploring and engaging with MAPEH concepts, leading to a deeper understanding of the subject matter as paralleled to the study of National Academies of Sciences, Engineering, and Medicine (2015).

Digital storytelling tools

On the other hand, participant 5 stated. "They could utilize Facebook posting [rather than] printing so they could save their money by just posting it [performance tasks] on social media."

In this approach, technology allows students to express themselves in innovative ways since digital storytelling tools provide platforms for students to combine visuals, audio, and text to create compelling narratives. These tools empower students to become creators, fostering critical thinking and effective communication skills through their performance tasks.

Educational video platforms

The power of video cannot be understated as online platforms provide a safe space for students to share their performances with a wider audience This theme highlights the power of online video platforms like YouTube and DepEd TV in transforming MAPEH (Music, Arts, Physical Education, Health) education.

These platforms offer a wealth of educational content, from dance tutorials to demonstrations of artistic techniques. This is particularly valuable because it caters to students' preference for visual learning and bridges the gap in resource availability at schools. Teachers can strategically incorporate these readily available online resources alongside creative low-tech solutions to create engaging learning experiences. For example, a teacher might show students dance steps from YouTube or demonstrate ceramic techniques through online videos, eliminating the need for expensive physical materials.

Furthermore, online platforms like YouTube allow students to share their performances with a wider audience, fostering a sense of accomplishment and potentially inspiring others. Overall, the use of online video platforms in MAPEH education promotes active learning, caters to students' visual preferences, and creates a more dynamic learning environment.

This finding and the study of DeCorby et al. (2015) showcase how technology provides MAPEH students, particularly those in music and arts, with new avenues for creative expression, skill development, and even professional preparation.

Therefore, the result of this study on educational technology tools creates exciting possibilities for MAPEH performance tasks wherein students can showcase their learning in innovative ways. These tools can enhance collaboration, allowing students to work together on projects remotely or in real-time.

Additionally, educational video platforms can provide a wider audience for student work, fostering a sense of accomplishment and encouraging peer-to-peer learning.

CONCLUSIONS AND RECOMMENDATION

The study's findings highlight the proactive initiatives of MAPEH teachers in using technology into performance challenges. By employing evidence-based teaching methods like technology-enhanced inquiry, flipped classrooms, and online collaboration tools, educators strive to develop captivating and efficient learning encounters for students.

MAPEH teachers enhance students' success in assignments by strategically using technology into their training. By utilizing a wide range of educational technology tools, such as royalty-free media resources, collaborative presentation software, and digital storytelling platforms, educators foster the development of creativity, collaboration, and critical thinking abilities in students.

Teachers demonstrate exceptional ingenuity in surmounting difficulties with tailored activities and explicit expectations, despite constraints such as limited resources and student distractions. The advantages of effective technological integration are apparent, as pupils acquire a more profound comprehension and heightened involvement, while teachers profit from a more efficient grading process and the ability to reuse resources.

In the future, MAPEH teachers are leading the way in implementing cutting-edge methods, making use of applications, online materials, and interactive activities such as TikTok videos to foster collaborative and influential learning environments. With the ongoing advancement of technology, MAPEH educators are in a favorable position to create effective tactics that will be advantageous for upcoming generations of students.

The study's findings suggest many ideas for schools, instructors, and administrators to improve the incorporation of technology into MAPEH performance objectives. Prioritizing the integration of technology into pedagogical approaches can establish a dynamic learning

environment, promoting student involvement and equipping them for a future that relies heavily on technology. Furthermore, MAPEH educators should strategically employ instructional resources to convert performance tasks into multiple learning opportunities, accommodating various learning preferences and fostering enhanced comprehension.

Moreover, it is imperative for future studies to examine the enduring effects of incorporating technology into student learning and to study methods for mitigating the digital disparity in MAPEH classrooms. Through the continuous improvement of teaching methods and the utilization of technological breakthroughs, educators have the ability to establish a more captivating and efficient learning setting that corresponds to the changing nature of education.

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