

## ENHANCING MAPEH INSTRUCTION THROUGH TECHNOLOGY AND LOCALIZED PRACTICES

by:

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Music, Arts, Physical Education, and Health (MAPEH) plays a vital role in holistic student development, but teachers and schools often face significant implementation challenges, especially in public settings. Recent research in the Philippines has revealed that while MAPEH curriculum is officially implemented to a high extent in terms of objectives and teacher competency, persistent issues such as insufficient facilities, limited funding, and uneven teacher expertise seriously hamper effective delivery. For instance, Dulay (2022) surveyed multiple public junior high schools and found that despite well-intentioned program structures, the lack of resources and inadequate training of non-specialist MAPEH teachers led to inconsistent student engagement and diminished learning outcomes.

Technology integration—with approaches like flipped classrooms and video-assisted performance tasks—is emerging as a promising means to enrich MAPEH learning. In a study of Roxas City Division, Ponsaran (2024) documented how MAPEH teachers used video editing apps, online platforms, and blended class strategies to make performance tasks (e.g. music recitals, dance routines, artwork critiques) more interactive and student-centered. Although challenges such as uneven access to devices and varying tech fluency among learners remained, the overall impact on student motivation and collaboration was positive.

Moreover, integrating traditional Filipino games into MAPEH instruction offers a culturally relevant and cost-effective strategy that addresses resource limitations. Belano and Perez (2024) explored how teachers in elementary classrooms creatively incorporated

games like “Luksong Tinik” and “Patintero” into PE and health lessons, prompting active participation and fostering cultural appreciation. Despite challenges like limited play areas or distractions, educators improvised and scaffolded learning experiences, which enriched students’ engagement and reinforced wellness messages organically.

Together, these findings suggest that effective MAPEH education hinges on adaptive strategies: merging localized cultural practices with technology-mediated instruction and building capacity in teachers. By investing in both teacher training for ICT and creative pedagogy and by leveraging traditional play, schools can overcome structural barriers and transform MAPEH into a dynamic subject that promotes health, creativity, motor development, and cultural identity.

#### *References:*

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