

## Experiential Learning Strategy in Teaching Hip-Hop Dance for Enhancing Dance Performance among Grade 10 Students

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**ABSTRACT:** One of the most effective means of empowering someone with knowledge and skills that bring about change and support their economic development is education. According to an article written by Leverage (2021), education helps to create a better society. Understanding the value of education in today's culture is crucial. Learning or acquiring knowledge, skills, values, morals, beliefs, and habits is the education process. With the correct teaching strategies, teachers can make the classroom fun and effective for students to gain vital intellectual and social skills that will serve them for the rest of their lives (Indeed, 2023). Among such teaching methods is the use of experiential learning, wherein the students use experiences to learn a certain topic or subject (Institute for Experiential Learning, 2021). Hence, this study aims to determine the effectiveness of using an experiential learning strategy in teaching hip-hop to enhance dance performance among Grade 10 students. A descriptive-experimental research design method was employed wherein a pre and post-test was given among the respondents and their perception of the experiential learning strategy was assessed. Considering this, the results revealed a significant difference in the performance of the respondents before and after employing the experiential learning strategy in terms of knowledge, comprehension, ability, and attitude. It was also found that there is no significant relationship between the respondents' perception of the respondents in connection with the experiential learning strategy when compared to their performance.

**KEYWORDS:** Experiences, Experimental, Pre-test, Post-test, Skills

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### INTRODUCTION

One of the most effective means of empowering someone with knowledge and skills that bring about change and support their economic development is education. According to an article written by Leverage (2021), education helps to create a better society. Understanding the value of education in today's culture is crucial. Education is acquiring knowledge, skills, values, morals, beliefs, and habits. The entire process of receiving and imparting education entails some steps. It consists of interactive activities, including teaching, training, discussion, research, storytelling, and others. The teaching approach known as pedagogy creates both formal and informal learning environments.

In connection with this, the different teaching approaches applied inside the classroom benefit students' learning. It promotes a method or way that applies to the activity that should be performed within the classroom. As per Indeed (2023), teaching methods are ways of teaching pupils in a classroom to aid their comprehension and retention of the material. Some of the most effective teaching techniques let teachers provide clear, concise material while guaranteeing that students will remember it for a long time. Students can apply their knowledge and skills to their personal life and future occupations if they can deeply absorb facts and practice skills in the classroom.

With the correct teaching strategies, teachers can make the classroom fun and effective for students to gain vital intellectual and social skills that will serve them for the rest of their lives. A teacher can accommodate students with various interests, skills, and learning preferences by utilizing one of the various frameworks available (Indeed, 2023).

Among such teaching methods is experiential learning, wherein the students use experiences to learn a certain topic or subject. It's a process of learning that begins with a concrete experience, which calls for reflection, review, and perspective-taking about the experience, followed by abstract thought to draw conclusions and conceptualize the experience, which then results in a decision to act, engage in active experimentation, or put what you've learned to use (Institute for Experiential Learning, 2021).

Learning dance movements also comes with what students learn from their experiences and past practices. Through those experiences, one's skills may improve and produce the best outputs. Aside from this, students would feel engaged in participating and will continue improving their skills. In connection to this, learning dance movements, particularly hip-hop, comes with a lot of practice and memorization of dance steps; hence, learning dance steps through reading and writing would only be difficult and

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would give problems among the students engaged in learning hip-hop dance. Hence, this study aims to determine the effectiveness of using an experiential learning strategy in teaching hip-hop to enhance dance performance among Grade 10 students.

### **OBJECTIVES OF THE STUDY**

This study aims to determine the effectiveness of using an experiential learning strategy in teaching hip-hop to enhance dance performance among Grade 10 students.

### **METHODOLOGY**

In this study, the researcher used the descriptive, experimental method to determine the effectiveness of using an experiential learning strategy in teaching hip-hop for enhancing dance performance among the selected Grade 10 students at Bitin Integrated National High School. According to McCombes (2022), a population, circumstance, or phenomenon is intended to be correctly and methodically described through descriptive study. A descriptive research strategy can study one or more variables using various research techniques. The focus is on the discovery of meaning by comparing relationships of one kind or another. The process goes beyond near gathering and tabulating data. It involves interpreting the meaning and significance of what is described (Creswell, 2014).

This design was considered appropriate for this research as it aimed to test the significant relationship and difference between experiential learning strategy and the hip-hop dance performance of the students.

This study is composed of forty-seven (47) students from Grade 10-Rizal which personally handled by the researcher. No sampling technique was applied since total enumeration of the students in the section mentioned considered.

### **Research Instrument**

The researcher used a survey questionnaire for an experiential learning strategy. Also, Lesson Exemplar (LE) was used as the course of instruction for the lesson in Physical education applying the experiential learning strategy. The LE consists of the lesson objectives, the lesson itself, and the activities aligned with the Experiential Learning Competencies (MELCs). Three Lesson Exemplars (LE) are prepared for the Hip-hop dance lesson. The first LE was focused on the introduction of Hip-hop dance and the assessment of dance performance. The second LE was about the different hip-hop dance styles and the evaluation of their application. And the third LE was focused on the final performance of hip-hop dance. The researcher also prepared the validated rubrics to measure the dance performance of the students in hip-hop before and after implementing the experiential strategy.

The researcher-made questionnaire, Lesson Exemplar (LE) together with the rubrics was submitted to the adviser for checking and analysis. Afterward, it was validated by one Principal who has a Doctorate Degree in Physical Education, one Master Teacher, one MAPEH Teacher and by the members of the panel of examiners taking into consideration the clarity of the items.

### **Research Procedure**

An official letter to the principal of the Bitin Integrated National High School was secured for permission to conduct the study. On the first day, forty-seven (47) questionnaire was first distributed to grade 10-Rizal as the respondents of this study. The questionnaire aimed to know the respondent's perception of hip-hop dance in experiential strategy. Copies of this questionnaire were personally distributed and then administered by the researcher and waited until the entire question has answered. There were three (3) Lesson Exemplars (LE) prepared by the researcher aligned with the use of experiential strategy. On the second day, the first LE was used as the researcher started the lesson proper. First, the respondents have a pre-test performance wherein they were tasked to perform at least 1 to 2 mins hip-hop dance routine they know. They were evaluated by the researcher using the validated rubrics. Then, the lesson continues based on the LE. On the third day, lesson 2 was discussed. Another LE was used as the guide for the implementation of the entire lesson. This covered two (2) days to finish. Finally, the third LE was implemented in the last two days of the lesson. On the last day, the lesson was officially done and the respondents have their post-performance in hip-hop dance. They were evaluated by the researcher using the same rubrics. After all the data were gathered, the researcher started tabulating, coding, computing, analyzing, and interpreting the data.

The mean and standard deviation were used to describe the outcome of the students' dance performance. For the significant differences in pre-performance and post-performance, a t-test was applied. For the significance of experiential learning strategy related to their post-performance, Pearson r was employed.

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## RESULTS AND DISCUSSION

**Table 1. Experiential Learning Strategy in terms of Concrete Experience**

Indicators	Mean	Std. Deviation	Verbal Interpretation
<i>Hip-hop dance to me is...</i>			
1. my first time encountering it.	3.47	1.442	Moderately Agree
2. performing the dance steps related to street dancing.	3.68	1.105	Agree
3. a dance itself is difficult to imitate.	3.38	.968	Moderately Agree
4. a dance performed by those who have the expertise.	3.77	1.289	Agree
5. an enjoyable dance.	4.28	1.077	Agree
<b>Overall Mean</b>	<b>3.71</b>	<b>1.176</b>	<b>Agree</b>

**Legend:** 4.50 - 5.00 = Strongly Agree; 3.50 - 4.49 = Agree; 2.50 - 3.49 = Moderately Agree; 1.50 - 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 1 presents the respondents' perception of experiential strategy in terms of concrete experience. Five (5) indicators were used, in which these gained an overall mean of 3.71, which the respondents interpreted as “agree”.

Kolb's cycle of the learning process starts with a tangible experience. This could either be a brand-new experience or a previously experienced experience that has been recreated. In a real experience, every learner participates in a task or activity. Kolb thought that engagement is the key to learning. For students, reading about it or watching it in action is insufficient. The work must be actively pursued by the learner if new knowledge is to be acquired (Kurt, 2022).

In connection to this, it was perceived by the respondents that they agree that hip-hop dance is a dance that is enjoyable since this obtained the highest computed mean of 4.28. However, it was only moderately agreed by the respondents that hip-hop dance as a dance itself is difficult to imitate.

With the results given, it implies that based on the perception of the respondents, hip-hop dance is an enjoyable act to perform. This means that as an overview when the respondents hear about the term hip-hop dance, the first thing that comes to their mind is that it is an enjoyable activity.

In another article written by Norwich University Online (2017), concrete experience is the initial stage in the experiential learning cycle, and it refers to our everyday encounters, whether they take place in formal or informal settings. They can involve familiar experiences under different conditions or they can be wholly new ones, like a new leadership position at a new organization. For instance, a marketing manager who learns that a big competitor is buying out his or her company may have a very different perspective on an examination of industry competitiveness.

**Table 2. Experiential Learning Strategy in terms of Reflective Observation**

Indicators	Mean	Std. Deviation	Verbal Interpretation
<i>Hip-hop dance...</i>			
1. allows me to ponder the steps necessary to perform the dance.	3.62	1.11	Agree
2. guide me to master the execution of the dance.	3.64	1.30	Agree
3. provide an opportunity to communicate with my classmates.	4.45	.802	Strongly Agree
4. help compare the current knowledge of the steps with what my teacher taught us.	4.00	1.00	Agree
5. give awareness of the difference between my skills and my actual dancing experience.	3.72	1.33	Agree
<b>Overall Mean</b>	<b>3.89</b>	<b>1.10</b>	<b>Agree</b>

**Legend:** 4.50 - 5.00 = Strongly Agree; 3.50 - 4.49 = Agree; 2.50 - 3.49 = Moderately Agree; 1.50 - 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 2 shows the respondents' perception of experiential strategy in terms of reflective observation. Five (5) indicators were also formulated to assess the reflective observation of the respondents. Considering the data presented in the table, it was deemed that the respondents “agree” with the following indicators since it gained an overall mean of 3.89.

According to Kurt (2022), reflective observation occurs when the student takes a step back to consider the assignment after participating in the concrete experience. The learner can ask questions and talk with others about the experience at this phase of the learning cycle. Communication is essential at this stage because it allows the learner to spot differences between their knowledge and the experience. A strong review of the events that happened is also made possible by good vocabulary.

Regarding this, the respondents strongly agreed that hip-hop dance provides an opportunity to communicate with my classmates since this gained the highest computed mean of 4.45. The respondents also agreed that hip-hop dance allows them to ponder the steps necessary to perform the dance, which gained the lowest computed mean of 3.62.

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The results of reflective observation provide a notion that it allowed the respondents to think and reflect about themselves about the actual concept of hip-hop dance and how it is performed. Thinking also enabled them to share their ideas with their classmates to improve their background or current knowledge on the topic.

Based on Mcleod's (2023) reflective observance, the student considers the new experience in the context of their prior learning. Any discrepancies between experience and knowledge are particularly important. In this stage, the learner would then ponder on their gained experience and evaluate its use in the next circumstance that the same situation may arise.

**Table 3. Experiential Learning Strategy in terms of Abstract Conceptualization**

Indicators	Mean	Std. Deviation	Verbal Interpretation
<i>Hip-hop dance...</i>			
1. make me creative in conceptualizing a new step.	4.06	.818	Agree
2. give a chance to formulate a new dance step.	3.98	.794	Agree
3. ensure understanding of the difference between different forms of dancing to hip-hop.	4.11	.890	Agree
4. find an opportunity to explore new steps and incorporate my experience in hip-hop dancing.	3.91	1.21	Agree
5. allows me to visualize the dance steps in dancing.	3.94	1.05	Agree
<b>Overall Mean</b>	<b>4.00</b>	<b>0.95</b>	<b>Agree</b>

**Legend:** 4.50 - 5.00 = Strongly Agree; 3.50 - 4.49 = Agree; 2.50 - 3.49 = Moderately Agree; 1.50 - 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

The abstract conceptualization in experiential learning was also evaluated in the study, as presented in Table 3. The indicators gained an overall computed mean of 4.00, in which the participants' responses were interpreted as agree.

When learners start categorizing ideas and drawing judgments about what happened, they go from introspective observation to abstract conceptualization. This entails analyzing the event and drawing analogies with their existing conceptual understanding. Concepts don't need to be "new" for learners to assess new data and revise their interpretations of preexisting theories (Kurt, 2022).

Considering this, it was agreed by the respondents that hip-hop dance ensures an understanding of the difference between different forms of dancing hip-hop since this acquired the highest computed mean of 4.11. It was also viewed that the respondents agreed that hip-hop dance finds an opportunity to explore new steps and incorporate my experience in hip-hop dancing. This statement obtained the lowest computed mean of 3.91.

The result implies that the respondents can formulate ideas and compare knowledge about the topic in abstract conceptualization. This means that the respondents can make meaning of the hip-hop dance activity through their experience or background knowledge or from a new idea.

Following Norwich University Online (2017), in contrast to reflective observation, which concentrates on thinking back on the past and making observations about it, abstract conceptualization takes the reflective process a step further by emphasizing the channeling of those observations into a predetermined strategy or theoretical approach.

**Table 4. Experiential Learning Strategy in terms of Active Experimentation**

Indicators	Mean	Std. Deviation	Verbal Interpretation
<i>Hip-hop dance...</i>			
1. allows me to experiment and practice dance steps.	4.26	.966	Agree
2. ensure confidence and skills in performing the dance steps.	4.30	.883	Agree
3. allow participation in dance contests, whether a team or group.	3.91	1.06	Agree
4. help me to show and provide new dance steps to my classmates.	4.17	.916	Agree
5. teach me to express ideas on new dance steps in class.	3.89	1.03	Agree
<b>Overall Mean</b>	<b>4.11</b>	<b>0.97</b>	<b>Agree</b>

**Legend:** 4.50 - 5.00 = Strongly Agree; 3.50 - 4.49 = Agree; 2.50 - 3.49 = Moderately Agree; 1.50 - 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 4 highlights the respondents' perception of experiential strategy regarding active experimentation. The respondents viewed that they agreed with the indicators presented in active experimentation since this acquired an overall computed mean of 4.11.

In active experimentation, they can forecast outcomes, evaluate tasks, and plan how they will apply newly learned knowledge in the future. You can make sure that the knowledge is remembered in the future by letting students put what they have learned into practice and demonstrating how it applies to their everyday life (Kurt, 2022).

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As with this, it was viewed by the respondents that they agree that hip-hop dance ensures confidence and skills in performing the dance steps since this obtained the highest computed mean of 4.30. Aside from this, the respondents also agreed that hip-hop dance teaches them to express ideas on new dance steps in class since this gained the lowest computed mean of 3.89.

Concerning this, the results indicate that as they know necessary for knowing the activity, it provides them with the notion that it is important to have skills and confidence when performing the said activity. This means they now know what it takes and now can know how this activity was performed.

As stated by Mcleod (2023), experimentation is sparked by newly developed or updated notions. The student applies his or her idea(s) to the environment to observe the results.

**Table 5. Pre-test of the Respondents in Experiential Learning in terms of Knowledge**

Score	Frequency	Percent	Verbal Interpretation
10	0	0.0%	Excellent
7-9	0	0.0%	Very Good
4-6	23	48.9%	Good
0-3	24	51.0%	Fair
<b>Total</b>	<b>47</b>	<b>100.0%</b>	

**Legend:** 0-3 = Fair; 4-6 = Good; 7-9 = Very Good; 10 = Excellent

Table 5 presents the pre-test of the respondents in experiential learning in terms of knowledge. Based on the pre-test scores presented in the table above, the majority of the respondents gained a score that falls under 0-3 with a frequency of 24 or 51% which was then interpreted as fair. Whereas, the minority of the respondents gained a score that falls under 4-6 with a frequency of 23 or 48.9% which also had a verbal interpretation of good.

The results in the table above indicate that in terms of the knowledge of the respondents in hip-hop dance, only a few have a background knowledge about the topic or the said activity since some of the students have scored more than half of the total score however, it was viewed that most of them are unfamiliar about the activity.

According to Sharna (2023), information and learning are connected by the same glue that holds knowledge together. We comprehend a subject better when we are familiar with it. It is crucial to students' lives, particularly in the classroom. They may have trouble understanding the content if they lack pertinent expertise.

**Table 6. Pre-test of the Respondents in Experiential Learning in terms of Comprehension**

Score	Frequency	Percent	Verbal Interpretation
10	0	0.0%	Excellent
7-9	0	0.0%	Very Good
4-6	25	53.2%	Good
0-3	22	46.8%	Fair
<b>Total</b>	<b>47</b>	<b>100.0%</b>	

**Legend:** 0-3 = Fair; 4-6 = Good; 7-9 = Very Good; 10 = Excellent

Table 6 shows the pre-test of the respondents in experiential learning in terms of comprehension. Based on the table, the majority of the respondent scored within the range of 4-6 with a frequency of 25 or 53.2% which was also verbally interpreted as good. While the minority of the respondents scored within the range of 0-3 with a frequency of 22 or 46.8% and was verbally interpreted as fair.

This result implies that in terms of comprehension, the majority of the respondents were only able to score less than half of the total score which means that their comprehension of the said activity needs to improve for them to further understand how the activity needs to be performed.

Understanding is an interactive process that takes place both during and after a pupil reads the material. It entails being able to discern meaning from a passage and applying critical thinking techniques to questions about the material. For your child to acquire reading comprehension, comprehension skills need to be taught and practiced over a long time (A Grade Ahead, 2016).

**Table 7. Pre-test of the Respondents in Experiential Learning in terms of Ability**

Score	Frequency	Percent	Verbal Interpretation
10	0	0.0%	Excellent
7-9	0	0.0%	Very Good
4-6	24	51.1%	Good
0-3	23	48.9%	Fair
<b>Total</b>	<b>47</b>	<b>100.0%</b>	

**Legend:** 0-3 = Fair; 4-6 = Good; 7-9 = Very Good; 10 = Excellent

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Table 7 highlights the pre-test of the respondents in experiential learning in terms of ability. Based on the pre-test scores of the respondents, the majority gained a score that lies within the range of 4-6 with a frequency of 24 or 51.1% and had a verbal interpretation of good. Aside from this, the minority gained a score which lies at the range of 0-3 with a frequency of 23 or 48.9% and had a verbal interpretation of fair.

Students engage in authentic learning experiences through experiential learning, making them active participants in their education. They learn to integrate information outside of the classroom and to close the gap between theory and practice. Student engagement, learning efficiency, and the development of practical and life skills can all be improved through experiential learning (The University of Queensland, 2022).

**Table 8. Pre-test of the Respondents in Experiential Learning in terms of Attitude**

Score	Frequency	Percent	Verbal Interpretation
10	0	0.0%	Excellent
7-9	1	2.1%	Very Good
4-6	38	80.9%	Good
0-3	8	17.0%	Fair
<b>Total</b>	<b>47</b>	<b>100.0%</b>	

**Legend:** 0-3 = Fair; 4-6 = Good; 7-9 = Very Good; 10 = Excellent

Table 8 presents the respondents' experiences before exposure to experiential learning in terms of attitude. Based on the data presented in the table, most respondents were able to score within the range of 4-6 with a frequency of 38 or 80.9% which was verbally interpreted as good. In comparison, the minority scored within the range of 7-9 with a frequency of 1 or 2.1% which was verbally interpreted as very good. The table results imply that the respondents still need to improve their attitude concerning the activity to improve their skills further and motivate them to perform proficiently.

To build a learning environment where students can engage in enjoyable but challenging learning activities that facilitate students' interaction with learning materials and demonstrate their interest and motivation toward being a part of the learning progression, teachers should similarly encourage learners by providing information, suggestions, and also relevant experiences for learning. The teacher can stimulate students' capacity for knowledge retention, which in turn causes them to be intrinsically motivated and interested in the course material, by having them actively participate in experiential activities (Kong, 2021).

**Table 9. Post-test of the Respondents in Experiential Learning in Terms of Knowledge**

Score	Frequency	Percent	Verbal Interpretation
10	2	4.3%	Excellent
7-9	31	66.0%	Very Good
4-6	14	29.8%	Good
0-3	0	0.0%	Fair
<b>Total</b>	<b>47</b>	<b>100.0%</b>	

**Legend:** 0-3 = Fair; 4-6 = Good; 7-9 = Very Good; 10 = Excellent

Table 9 shows the post-test of the respondents in experiential learning in terms of knowledge. It was revealed that most respondents scored within the range of 7-9 a frequency of 31 or 66.0% which was verbally interpreted as very good. While the minority of the respondents were able to score 10.00 with a frequency of 2 or 4.3% which was verbally interpreted as excellent. This result indicates that the respondents' knowledge after being subjected to experiential learning improved. It indicates that they became knowledgeable of the said activity.

According to Sharna (2023), information and learning are connected by the same glue that holds knowledge together. We comprehend a subject better when we are familiar with it. It is crucial to students' lives, particularly in the classroom. They may have trouble understanding the content if they lack pertinent expertise.

**Table 10. Post-test of the Respondents in Experiential Learning in Terms of Comprehension**

Score	Frequency	Percent	Verbal Interpretation
10	0	0.0%	Excellent
7-9	39	83.0%	Very Good
4-6	8	17.0%	Good
0-3	0	0.0%	Fair
<b>Total</b>	<b>47</b>	<b>100.0%</b>	

**Legend:** 0-3 = Fair; 4-6 = Good; 7-9 = Very Good; 10 = Excellent

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Table 10 presents the post-test of the respondents in experiential learning in terms of comprehension. The results showed that the majority of the respondents were able to score within the range of 7-9 which gained a frequency of 39 or 83.0% which had a verbal interpretation of very good. While the minority were able to score within the range of 4-6 with a frequency of 8 or 17.0% which had a verbal interpretation of good. This means that in terms of comprehension, the students can comprehend the meaning of hip-hop and how it is performed upon being exposed to experiential learning.

Based on Kym (2021), reading comprehension and dancing both include the ability to interpret and make references as we try to make sense of our surroundings. The kids are asked to draw or write symbols when explaining their dances in early childhood dance education classes. These are a component of literacy development using images, symbols, and letters. Children in the early years of schooling build connections between the symbols of movement and interpreting concepts by discussing movement possibilities, writing down choreographic ideas, and interpreting the movements of others.

**Table 11. Post-test of the Respondents in Experiential Learning in Terms of Ability**

Score	Frequency	Percent	Verbal Interpretation
10	0	0.0%	Excellent
7-9	39	83.0%	Very Good
4-6	8	17.0%	Good
0-3	0	0.0%	Fair
<b>Total</b>	<b>47</b>	<b>100.0%</b>	

**Legend:** 0-3 = Fair; 4-6 = Good; 7-9 = Very Good; 10 = Excellent

Table 11 highlights the post-test of the respondents in experiential learning in terms of ability. As presented in the table above, most of the respondents scored within the range of 7-9 with a frequency of 39 or 83.0% which was verbally interpreted as very good. While the minority was able to score within the range of 4-6 with a frequency of 8 or 17.0% which was verbally interpreted as good. This result implies that the respondents' ability to perform hip-hop improved upon experiencing it since this provided them with a background on how the activity can be performed.

According to a study conducted by Kline, Kolegraff, & Cleary (2021) entitled "Student Perspectives of Hands-on Experiential Learning's Impact on Skill Development using Various Teaching Modalities", a staggering 99% of students agreed, with little variation in opinions across the various modalities, that hands-on building helped the development of their technical skills. Regarding soft skill development, 88% of students thought that hands-on building benefited them, but there were clear variations between the delivery modes; 99% of hybrid students agreed, compared to only 62% of students taking an asynchronous course. The importance of developing relationships with classmates was the soft skill that made the most difference among those assessed.

**Table 12. Post-test of the Respondents in Experiential Learning in Terms of Attitude**

Score	Frequency	Percent	Verbal Interpretation
10	4	8.5%	Excellent
7-9	30	63.8%	Very Good
4-6	13	27.7%	Good
0-3	0	0.0%	Fair
<b>Total</b>	<b>47</b>	<b>100.0%</b>	

**Legend:** 0-3 = Fair; 4-6 = Good; 7-9 = Very Good; 10 = Excellent

Table 12 presents the post-test of the respondents in experiential learning in terms of attitude. The result of the post-test revealed that the majority of the respondents were able to score within the range of 7-9 with a frequency of 30 or 63.8% which had a verbal interpretation of very good while the minority were able to score 10.00 with a frequency of 4 or 8.5% which had a verbal interpretation of excellent. Concerning this, upon employing experiential learning, the students were able to improve their attitude toward hip-hop dancing.

According to Uyen et. al. (2022), the students' poor adaptation to the new teaching strategy, which contributed to the average impact of the effect on the student's average test scores, was thought to be partially due to the experiment's brief duration. This was an encouraging sign of the beneficial influence of practical learning on student proficiency in mathematics, even though the effect was not exceptionally large. Students' analytical and computational skills, as well as their ability to apply what they had learned in the classroom to the real world, had increased, according to an analysis of their work and assessments. Additionally, the results of the student survey showed that students had a favorable attitude toward practical mathematics experiences connected to geometry and arithmetic themes.

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**Table 13. Comparison in the Performance of the Respondents Before and After Experiential Learning Strategy**

Variables	Pretest		Posttest		t	Sig. (2-tailed)
	Mean	Std. Deviation	Mean	Std. Deviation		
<b>Knowledge</b>	3.57	1.43	7.15	1.04	-25.8	.000
<b>Comprehension</b>	3.53	1.14	7.02	.642	-23.0	.000
<b>Ability</b>	3.38	1.28	7.21	.778	-21.5	.000
<b>Attitude</b>	4.09	1.18	7.34	1.26	-18.5	.000

*df* = 46

Table 13 presents the comparison of the performance of the respondents before and after the experiential learning strategy. A paired t-test was performed with the pre and post-test scores to determine the difference in the respondents' knowledge, comprehension, ability, and attitude scores.

Considering the results presented in the table, it was found that there was a significant difference in the performance of the respondents before and after the experiential learning strategy in terms of knowledge, comprehension, ability, and attitude since it gained a p-value of 0.000 which was less than the alpha level of 0.05 thus, rejecting the null hypothesis.

The result indicates that the respondents' knowledge, comprehension, ability, and attitude improved upon employing the experiential learning strategy. Hence, the experiential learning strategy is deemed to be effective to apply in teaching hip-hop dance.

Considering this, based on a study conducted by Kong (2021) entitled, "The Role of Experiential Learning on Students' Motivation and Classroom Engagement", the positive impact of experiential learning can ensure the learners' success by giving them the knowledge needed to complete the task, as per the experiential theory, knowledge is developed through converting practice into understanding. Moreover, to build a learning environment where students can engage in constructive but challenging learning activities that facilitate students' interaction with learning materials and demonstrate their interest and motivation toward being a part of the learning progression, teachers should similarly encourage learners by providing information, suggestions, and also relevant experiences for learning. The teacher can stimulate students' memory retention, which fuels their internal drive and interest in the course material. This can be done by having students actively participate in experiential activities.

**Table 14. Relationship between the Perception of the Respondents in Experiential Learning Strategy to the Performance of the Respondents after Exposing to Experiential Learning Strategy**

Experiential strategy	Dance performance			
	Knowledge r-value	Comprehension r-value	Ability r-value	Attitude r-value
<b>Knowledge</b>	-.020	.090	.180	.014
<b>Concrete Experience</b>	-.037	-.012	.091	-.092
<b>Reflective Observation</b>	.091	.136	.214	-.019
<b>Abstract Conceptualization</b>	-.049	.138	.133	-.081

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 14 shows the relationship between the perception of the respondents in experiential learning strategy to the performance of the respondents after exposing them to experiential learning strategy. A Pearson-R Correlation was used to compute the relationship in the table above.

In general, it was revealed that there is no significant relationship between the perception of the respondents in experiential learning strategy and the performance of the respondents after exposure to experiential learning strategy.

Specifically, it was found that there is no significant relationship between the perception of the respondents in experiential learning strategy in terms of concrete experience, reflective observation, abstract conceptualization, and active experimentation to the performance of the respondents after exposing to experiential learning strategy in terms of knowledge, comprehension, ability, and attitude since there was only a very weak or weak correlation with the stated variables.

It indicates that the opinions or perception of the respondents regarding the experiential learning strategy do not affect their actual performance, thus revealing that the experiential learning strategy only improves the student's performance of an activity.

The result of the study contradicts the result of the research conducted by Uyen et. al. (2022) entitled, "The Effectiveness of Experiential Learning in Teaching Arithmetic and Geometry in Sixth Grade". Their study revealed that extra findings have a substantial impact on students' information acquisition, understanding of mathematical sequences, and application of that knowledge in planned and carried out experiential activities. The students' poor adaptation to the new teaching strategy, which contributed to the average impact of the effect on the students' average test scores, was thought to be partially due to the experiment's brief duration. This was an encouraging sign of the beneficial influence of practical learning on student proficiency in mathematics, even though



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the effect was not exceptionally large. The analysis of student work and tests showed that the students' computational, analytical, and applicational skills had all improved.

### CONCLUSION AND RECOMMENDATION

The findings of the study to the formulation of the following conclusions:

1. The hypothesis that stating there is no significant difference in the respondents' performance before and after the experiential learning strategy was rejected. The respondents' performance in terms of knowledge, comprehension, ability, and attitude was greatly affected upon employing an experiential learning strategy.
2. The hypothesis that states that the respondents' perception of experiential learning does not significantly relate to their post-performance is accepted. The perception of the respondents had no impact on their performance; hence, despite being a beginner, once the activity was given an overview and taught, their performances improved.

Based on the findings of the study, the researcher recommends the following:

1. The teacher may encourage to employ experiential learning activities in the curriculum, especially on subjects that require improving one's skills. With this, the students will be able to excel or improve their skills by experiencing how the activity can be performed. They may also formulate experiential learning strategies to gauge students' attention and motivate them to improve and learn new skills in the classroom.
2. Experiential learning strategy may be used as a way to hone the students' skills and conceptualize new ideas through executing activities that are related to their lectures. This learning strategy is good for students to practice what they learn almost immediately, allowing them to apply their knowledge and skills in practical situations.
3. Further research by future researchers may be conducted to investigate the use of experiential learning using other variables not included in this study and is recommended to explore the use of experiential learning strategies in other areas.

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