The background features a vibrant, abstract design with overlapping organic shapes in shades of blue, orange, and yellow. It is decorated with various patterns including white dots, wavy lines, and small white squiggles. A circular inset in the bottom right corner shows a stylized blue globe with white dots and a small white crescent moon.

Transforming Language Education through Jigsaw Puzzle: A Focus on Enhancing Learning Continuity and Recovery Amidst Educational Crisis

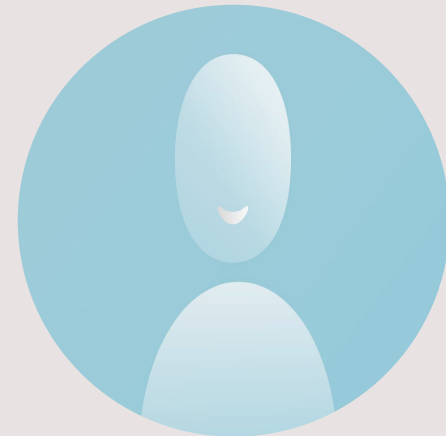
Keywords: Jigsaw Puzzle, Learning Continuity, Learning Recovery, Language Education, Educational Crisis

Researcher: Jhon Benedict L. Layoc, LPT, MAF, Ph.D.(cand.)

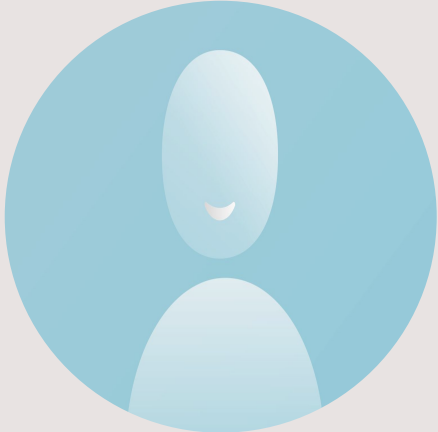
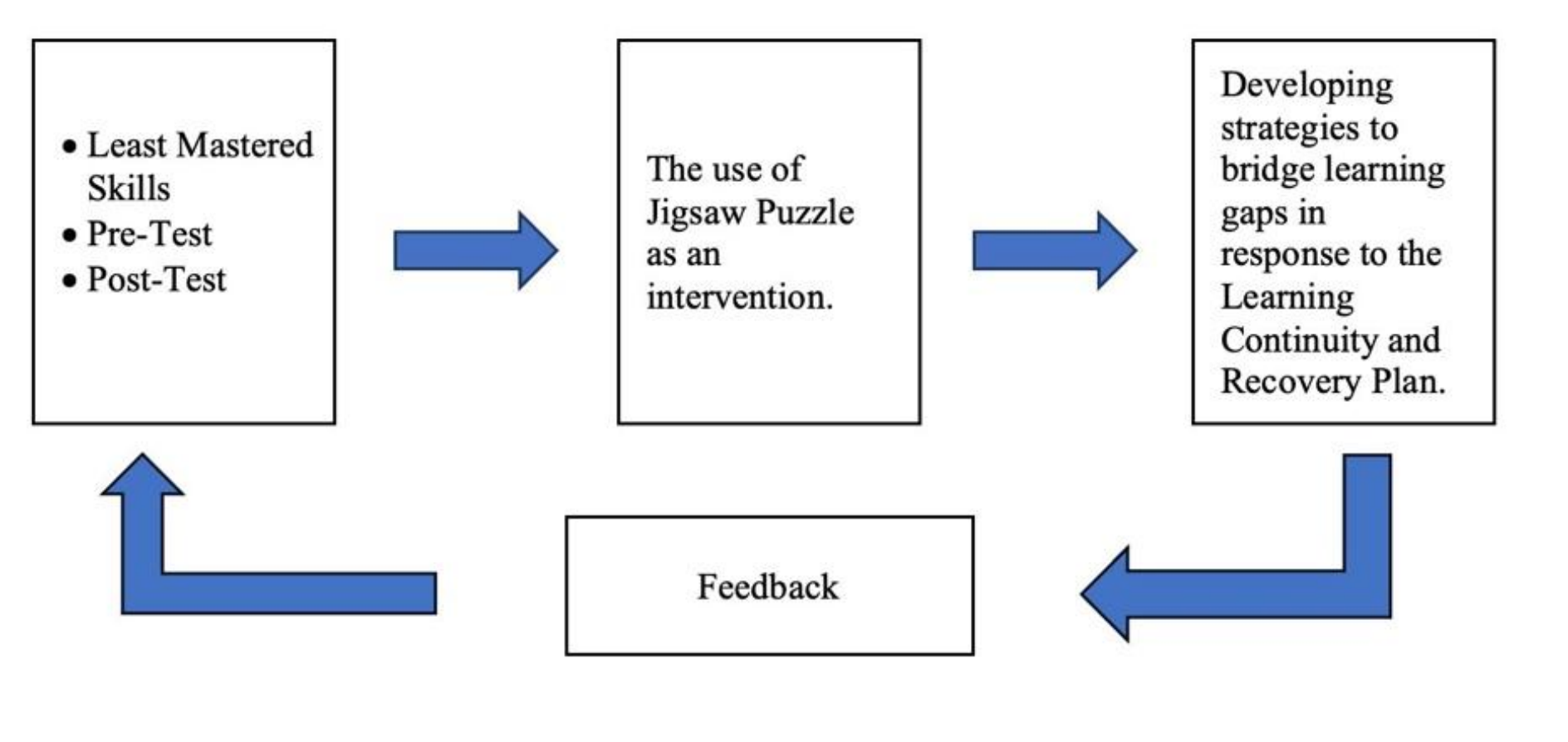
National University, Philippines

Introduction

- The COVID-19 pandemic has had a substantial influence on the educational system, creating disparities in literacy among students resulting to educational crisis.
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- DEPED's Adoption of the Basic Education Learning Continuity Plan
 - Division's School Learning and Continuity and Recovery Plan
 - Importance of ongoing learning - Dickerman and Told (2021)
 - These disparities persist among students from socioeconomic backgrounds (Bacharach et al., 2023; Bailey et al., 2021; Moreu & Brauer, 2021; Rowley et al., 2020) who cannot afford different learning modalities during the pandemic.
 - The educational crisis was evident in the learning gaps when face-to-face classes returned.
 - Intervention – JIGSAW PUZZLE (Dhull & Verma, 2019; Villegas & Abarro, 2022)

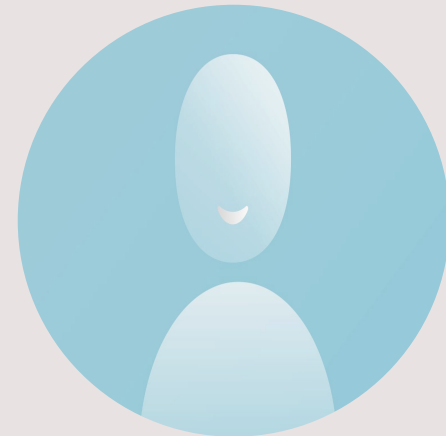


Paradigm



Research Question

- What skills are the least mastered and need to be addressed to respond to the learning gap?
- Is there a significant difference between the diagnostic test scores of students before and after using the Jigsaw Puzzle?
- What are the potential implications of using the Jigsaw Puzzle for students?



Methodology

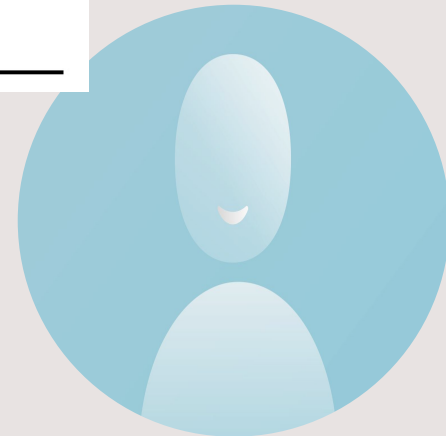
- Mixed Methods
- The General Academic Strand (GAS) will serve as the sample participants for the study. The GAS is divided into three sections, GAS 1 with 51 students, GAS 2 with 56 students, and GAS 3 with 47 students.
- Pre-test – Intervention – Post-test – FGD
- Mean Score, Percentage Score, and Standard Deviation
- Z-test
- Thematic Analysis



Results

Table 1 Least mastered competencies in English subject Reading and Writing Skills

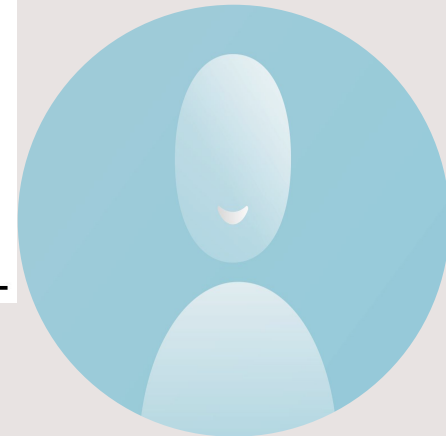
Topics	Least mastered competencies	Subject Code
Text as Connected Discourse	Distinguishes between and among patterns of development in writing across disciplines	EN11/12RWS-IIIbf-3
Properties of a well-written Text	Identifies properties of a well-written text	EN11/12RWS-IIIgh-4
Critical reading as looking for ways of thinking	Explains critical reading as looking for ways of thinking	EN11/12RWS-IIIij-5
Critical reading as reasoning	Explains critical reading as reasoning	EN11/22RWS-IVac-8



Results

Table 2 Least mastered competencies in Filipino subject Pagbasa at Pagsusuri sa Iba't Ibang Teksto Tungo sa Pananaliksik

Topics	Least mastered competencies	Competency Code
<u>Impormatibo</u>	<u>Naibabahagi ang katangian at</u>	F11PS-IIIb-91
<u>Deskriptibo</u>	<u>kalikasan ng iba't ibang tekstong binasa</u>	
<u>Persuweysib</u>	<u>Nagagamit ang cohesive device sa</u>	F11WG-IIIc-90
<u>Naratibo</u>	<u>pagsulat ng sariling halimbawang</u>	
<u>Argumentatibo</u>	<u>teksto</u>	
<u>Prosidyural</u>	<u>Nakakukuha ng angkop na datos upang</u>	F11EP-IIIId-36
	<u>mapaunlad ang sariling tekstong</u>	
	<u>isinulat</u>	
	<u>Naiuugnay ang mga kaisipang</u>	F11PB-IIIId-99
	<u>nakapaloob sa binasang teksto sa sarili,</u>	
	<u>pamilya, komunidad, bansa at daigdig</u>	
	<u>Naipaliliwanag ang mga kaisipang</u>	F11PS-IIIIf-92
	<u>nakapaloob sa tekstong binasa</u>	



Results

Table 3. The Pre-test and Post-test Results in English Subject

Participants	Pre-test Mean	Post-test Mean	Z-Value	P-Value	Remarks
Section 1 (n=51)	26.75	41.31	15.66	0.05	Significant
Section 2 (n=56)	23.32	34.89	13.27	0.05	Significant
Section 3 (n=47)	23.59	37.65	12.22	0.05	Significant

The value of Z is 15.661588. The value of p was $< .00001$. The result was considered significant at $p < .05$.

The value of Z is 13.269587. The value of p was $< .00001$. The result was considered significant at $p < .05$.

The value of Z is 12.218716. The value of p was $< .00001$. The result was considered significant at $p < .05$.

Table 4. The Pre-test and Post-test Results in Filipino Subject

Participants	Pre-test Mean	Post-test Mean	Z-Value	P-Value	Remarks
Section 1 (n=51)	22.73	37.12	14.05	0.05	Significant
Section 2 (n=56)	23.27	34.55	11.32	0.05	Significant
Section 3 (n=47)	23.79	36.89	19.76	0.05	Significant

The value of Z is 14.054084. The value of p was $< .00001$. The result was considered significant at $p < .05$.

The value of Z is 11.316198. The value of p was $< .00001$. The result was considered significant at $p < .05$.

The value of Z is 19.746289. The value of p was $< .00001$. The result was considered significant at $p < .05$.



Results

- Engaging and effective learning method that differs from traditional lecture-based instruction.
- It fostered critical thinking, improved comprehension, and enhanced their understanding.
- The method also promoted leadership skills, teamwork, and socialization, helping students build stronger relationships and creating a more cohesive classroom environment.
- Overall, the Jigsaw Puzzle made learning more interactive and enjoyable, allowing students to learn while having fun and supporting those who struggled academically.



Conclusion

- The pandemic has caused substantial disruptions, hindering authentic and holistic learning, especially in literacy in language education which has resulted in a learning gap or shortage among affected students. This is evident from the assessment of pre-test, which reveals that the least mastered competencies are also affected by the lack of prior knowledge.
- Significant results were observed in each section when the Jigsaw Puzzle was used.
- Learning domains for inclusive, holistic, and cooperative learning approach.

