



LARONG PINOY: EFFECTS OF TRADITIONAL FILIPINO GAMES ON STUDENT ENGAGEMENT

Angel Rose R. Emat, Christine Grace A. Mandreza, Lyn Grace B. Montero,
Raymond A. Oro, Janette C. Magalona, Fretzel Joy C. Policarpio

Philippine Normal University Visayas, Cadiz City, Philippines

<https://doi.org/10.17613/078z1-v8888>

ABSTRACT

Student engagement is recognized as a key component in fostering effective learning outcomes, particularly in Physical Education, where active participation and motivation are essential to skill development. In the context of modern education, there is a growing need to integrate activities that not only stimulate physical activity but also connect students to their cultural roots. This study examined the effect of incorporating Larong Pinoy as a pre-activity on the engagement levels of Grade 7 students. The research utilized a quasi-experimental design with pre-intervention and post-intervention involving a selected section of Grade 7 students. Engagement levels were measured before and after the intervention using an observation checklist. Descriptive statistics summarized engagement levels, and a paired-sample T-test determined the significance of the differences. Pre-intervention findings revealed an average level of engagement of students, indicating moderate participation. Post-intervention results showed a very high level of students engagement, reflecting a significant improvement. Statistical analysis confirmed that this increase was significant, thereby rejecting the null hypothesis. Results suggest that integrating Larong Pinoy as a pre-activity is an effective strategy to enhance student engagement while fostering cultural appreciation. Traditional Filipino games can be utilized as a culturally responsive approach to increase engagement and enrich Physical Education instruction.

Keywords: *cultural relevance, Larong Pinoy, Physical Education, student engagement, traditional Games*

INTRODUCTION

Student participation plays a vital role in learning, influencing academic achievement, motivation, and engagement across behavioral, emotional, and cognitive dimensions. To boost involvement, teachers seek effective and culturally sensitive strategies, and one promising approach is integrating traditional games into classrooms. Beyond recreation, these games encourage mental stimulation, social interaction, and physical activity, while also enhancing emotional growth, motor skills, and teamwork.

Traditional games have gained international recognition as powerful instruments for improving educational experiences in addition to being cultural expressions. These games promote mental stimulation, social interaction, and physical activity, which makes them ideal for application in schools (Bronikowska, 2022; Marin, 2022). In the Philippines, Larong Pinoy— including Tumbang Preso, Patintero, and Luksong Baka— has historically played an integral role in Filipino childhood. These games foster physical agility, cooperation, self-control, and strategic thinking; they are more than just recreational activities. Given their cultural and educational significance, numerous national initiatives have been launched to protect and advance these games. House Bill No. 8626, sometimes known as the Philippine Act (Galvez, 2019), for instance, seeks to make traditional games a regular feature of school curricula. When applied purposefully, Patintero improves planning and teamwork, Luksong Baka builds bravery and collaboration, and Tumbang Preso sharpens focus and reflexes, skills that support holistic development.

While many studies emphasize the role of traditional games in heritage preservation, physical education, and general child growth, few examine their systematic use in academic settings. This study addresses that gap by exploring how purposeful integration of Larong Pinoy enhances behavioral, emotional, and cognitive participation. In doing so, it demonstrates how these culturally relevant games can strengthen motivation, active learning, and classroom engagement while providing a Filipino heritage

Research Questions

This research aimed to examine the engagement of Grade 7 students from Colonel Griffin National High School during pre- and post-intervention of traditional Filipino games.

1. What is the level of engagement of Grade 7 students during pre-intervention?
2. What is the level of engagement of Grade 7 students during post-intervention?
3. What is the significant difference between pre- and post-intervention?
4. What recommendations can be made based on the findings?

METHODOLOGY

This study involves a single group of Grade 7 students. It examines the effect of traditional Filipino games on their level of engagement under the Physical Education class during the Academic Year 2025–2026 at Colonel Griffin National High School.

Specifically, it aimed to determine whether integrating Larong Pinoy into classroom activities can enhance student engagement. This study employed a single-group quasi-experimental research design to assess the impact of traditional Filipino games on the engagement levels of Grade 7 pupils at Col. Griffin National High School. Sreekumar (2024) asserts that a quasi-experimental approach is advantageous for researchers aiming to identify causal relationships, even in the absence of random participant allocation. It enabled researchers to assess variations within the same group prior to and subsequent to the incorporation of the activity. The study used both descriptive and inferential statistics to analyze the data. For Problems 1 and 2, the mean and standard deviation were applied to determine students' engagement levels during pre- and post-intervention, interpreted using a five-point scale ranging from Very Low to Very High. For Problem 3, a paired sample T-test was employed to identify any significant difference in engagement between the two phases. A single group of pupils has been monitored and evaluated during pre-intervention and post-intervention of several Larong Pinoy games, specifically Tumbang Preso, Luksong Baka, and Patintero.

The researchers first secured approval from the principal and coordinated with the class adviser and P.E. instructor to schedule the data collection. The process ran for three weeks and involved three phases: pre-intervention, intervention, and post-intervention. In the pre-intervention phase, Grade 7 students' engagement in P.E. was observed and rated using a validated checklist. During the intervention, the researchers integrated Larong Pinoy (Luksong Baka, Tumbang Preso, and Patintero) as 10-minute pre-activities before teaching Arnis, adjusting the setup when needed, such as playing indoors due to rain. In the post-intervention phase, the same checklist was used to reassess engagement. Finally, all ratings were encoded in Excel for statistical analysis.

The researchers evaluated the participation of Grade 7 students throughout the pre- and post-intervention phases of traditional Filipino games—Tumbang Preso, Luksong Baka, and Patintero—utilizing a standardized observation checklist derived from Jang (2010). The instrument comprised 18 behavioral markers classified into Effort (E), Initiative (I), Disciplinary Behavior (D), and Attentive Behavior (A), evaluated on a 5-point Likert scale (1= Never to 5 = Always) for quantitative analysis. It enabled age-appropriate observation protocols to guarantee relevance and dependability in actual Physical Education contexts (Alkharusi, 2022; Reeve, 2012). The observation checklist was put through a content validation procedure to ensure that it appropriately assesses student engagement. The researchers sought the expertise of a panel of experienced MAPEH educators well-versed in both classroom observation and traditional Filipino games. Using the Survey Instrument Validation Rating Scale by Oducado, these validators checked to see if each question on the checklist was relevant, clear, and in line with the behavioral, emotional, and cognitive aspects of student engagement.

The analysis process began by computing the mean and standard deviation of students' engagement during pre- and post-intervention, with results interpreted using a five-point scale from Very Low to Very High. Pre-intervention scores ($M=3.19$, $SD=0.78$) indicated only an average level of engagement, while post-intervention scores ($M=4.63$, $SD=0.46$) reflected a very high level, showing clear improvement. A comparison of pre- and post-intervention results highlighted both higher mean scores and lower standard deviations,

meaning engagement increased and became more consistent. To test significance, a paired sample t-test was conducted, which showed all p-values <0.05, confirming a statistically significant difference in engagement before and after the Larong Pinoy activities. The findings were then compared with related studies to validate results and emphasize that integrating traditional Filipino games effectively enhances student engagement and motivation.

RESULTS

Table 1. Level of Engagement of Grade 7 Students during Pre-intervention

	N	Mean	Std. Deviation	Interpretation
Week 1	18	3.06	0.94	Average
Week 2	18	3.11	0.90	Average
Week 3	18	3.39	0.70	Average
As a whole	18	3.19	0.78	Average
Valid N (listwise)	18			

Note: Interpretation of the mean is as follows: 1.00-1.80 is very low level of engagement, 1.81-2.60 is low level of engagement, 2.61-3.40 is average level of engagement, 3.41-4.20 is high level of engagement, 4.21-5.00 is very high level of engagement.

Table 2. Level of Engagement of Grade 7 Students during Post- Intervention

	N	Mean	Std. Deviation	Interpretation
Week 1	18	4.39	0.78	Very High
Week 2	18	4.67	0.49	Very High
Week 3	18	4.83	0.38	Very High
As a whole	18	4.63	0.46	Very High
Valid N (listwise)	18			

Note: Interpretation of the mean is as follows: 1.00-1.80 is very low level of engagement, 1.81-2.60 is low level of engagement, 2.61-3.40 is average level of engagement, 3.41-4.20 is high level of engagement, 4.21-5.00 is very high level of engagement.

Table 3. Comparison of Mean and Standard Deviation during Pre-and Post-Intervention

		N	Mean	Std. Deviation	Interpretation
Pair Week 1	Pre-Intervention	18	3.06	0.94	Average
	Post-Intervention	18	4.39	0.78	Very High
Pair Week 2	Pre-Intervention	18	3.11	0.90	Average
	Post-Intervention	18	4.67	0.49	Very High
Pair Week 3	Pre-Intervention	18	3.39	0.70	Average
	Post-Intervention	18	4.83	0.38	Very High
As a whole	Pre-Intervention	18	3.19	0.78	Average
	Post-Intervention	18	4.63	0.46	Very High

Note: Interpretation of the mean is as follows: 1.00-1.80 is very low level of engagement, 1.81-2.60 is low level of engagement, 2.61-3.40 is average level of engagement, 3.41-4.20 is high level of engagement, 4.21-5.00 is very high level of engagement.

Table 4. Difference between Pre- and Post- Intervention among the Grade 7 Students

	Paired Differences								
	Mean	Sd	Std Error Mean	95% Confidence Interval of the Difference		t	df	p-value	VI
				Lower	Upper				
Week 1	-1.33	0.77	0.18	-1.71	-0.95	-7.38	17	0.00	S
Week 2	-1.56	0.78	0.18	-1.95	-1.17	-8.42	17	0.00	S
Week 3	-1.44	0.70	0.17	-1.80	-1.10	-8.70	17	0.00	S
(As a whole)	-1.45	0.55	0.13	-1.72	-1.17	-11.16	17	0.00	S

Note: If p-value is less than 0.05 then reject Ho

DISCUSSION

Level of Engagement of Grade 7 Students during Pre-intervention

Table 1 indicates the Grade 7 students' level of engagement prior to Larong Pinoy's intervention. The average engagement scores for Week 1 are $M = 3.06$ ($SD = 0.94$), Week 2 are $M = 3.11$ ($SD = 0.90$), and Week 3 is $M = 3.39$ ($SD = 0.70$). These scores fall within the range of 2.61-3.40, which is considered to be an average level of involvement. In addition to falling below the high involvement range, the pre-intervention mean score was 3.19 overall with a standard deviation of 0.78. Based on the results, it appears that students' involvement in class activities was modest before the intervention.

These findings are consistent with those Caliston (2025) in Evaluating the Effectiveness of Mobile Game-Based Learning for Raising Adolescent Health Awareness: The Case of "AHLam Na 2.0", who using a single-group pretest/posttest design observed that baseline knowledge, attitudes, and satisfaction among junior high school students before the game-based intervention were modest and significantly improved after the intervention (pre-test measures were clearly lower compared to post-test). This implies that, similar to the current study, engagement frequently stays at low to average levels when interactive and culturally appropriate activities are not incorporated.

Level of Engagement of Grade 7 Students during Post- Intervention

Table 2 demonstrates how involved Grade 7 students were after the Larong Pinoy intervention. The findings indicate a rise in student involvement levels. For Week 1 ($M = 4.39$, $SD = 0.78$), Week 2 ($M = 4.67$, $SD = 0.49$), and Week 3 ($M = 4.83$, $SD = 0.38$), all mean scores are between 4.21 and 5.00, which means that the level of involvement is quite

high. The average score following the intervention is 4.63, with a standard deviation of 0.46, which clearly shows a very high level of engagement. The results demonstrate that the intervention made the students more interested in class.

This pattern is consistent with the study of Atienza and Andal (2023) which also found that using games to teach in Philippine public primary schools led to high levels of student involvement (M= 4.23) and good student performance (M= 4.29), which supports the idea that these strategies work.

Comparison of Mean and Standard Deviation during Pre-and Post-Intervention

Table 3 displays the mean and standard deviation of students' involvement levels prior to and following the intervention throughout a three-week period, along with the aggregate results. The pre-intervention mean scores for all three weeks range from 3.06 to 3.39 on the interpretation scale (1.00–1.80 = very low; 1.81–2.60 = low; 2.61–3.40 = average; 3.41–4.20 = high; 4.21–5.00 = very high). This means that Grade 7 students were average engaged before the intervention. The post-intervention mean ratings increased significantly after the intervention, going from 4.39 to 4.83, which is a very high degree of engagement.

The standard deviation values went down after the intervention (from 0.94–0.70 before the intervention to 0.78–0.38 after the intervention), which means that students were more consistently engaged after the intervention. The mean engagement score increased from 3.19 (average) prior to the intervention to 4.63 (very high) subsequent to the intervention, indicating a significant positive impact of the intervention on student involvement. This outcome corresponds with the research conducted by Capinding and Salazar (2023), which identified notable enhancements in the motivation, interest, and academic performance of Grade 7 students following the incorporation of traditional Filipino games into science education. Likewise, Sampani (2025) noted significant improvements in mathematics learning results and student engagement when Pinoy games were integrated into classroom activities. These findings corroborate the current study by illustrating that traditional games effectively enhance and sustain elevated levels of student engagement across several topic areas.

Difference between Pre- and Post- Intervention among the Grade 7 Students

Table 4 shows the statistical difference in how involved Grade 7 students were before and after the Larong Pinoy intervention. The mean difference for Pair 1 (Week 1 of Pre- and Post-Intervention) is -1.33, the standard deviation is 0.77, and the p-value is 0.00, which is lower than the usual p-value of 0.05. This demonstrates a big difference between the two ratings, which means that the intervention made Grade 7 pupils more interested.

In Week 2 of Pre- and Post-Intervention, the mean difference is -1.56, the standard deviation is 0.78, and the p-value is 0.00, which is likewise lower than 0.05. The outcome demonstrates a considerable disparity, suggesting that the engagement levels of Grade 7 pupils were markedly elevated following the intervention.

The mean difference in Week 3 of Pre- and Post-Intervention is -1.80, with a standard deviation of 0.71 and a p-value of 0.00. This again shows that Grade 7 students' involvement improved significantly following the intervention.

The mean difference for the overall scores (Whole of Pre- and Post-Intervention) is -1.45, with a standard deviation of 0.55 and a p-value of 0.00, which is much lower than the usual p-value of 0.5. This demonstrates that the Larong Pinoy intervention had a highly significant beneficial impact on student engagement overall. Also, since all of the p-values are less than 0.05, the null hypothesis, which says that there is no significant difference between before and after the intervention, is not true.

The findings of Tupas and Palmares (2018) strongly support the results of the present study, as they demonstrated that incorporating Philippine traditional games into classroom activities serves as an effective motivational tool that enhances students' interest, engagement, and learning. Their research showed that traditional games embed scientific ideas and concepts, making them not only culturally relevant but also pedagogically valuable in stimulating curiosity and active participation among learners. Similar to the outcomes of the Larong Pinoy intervention, the study highlighted that game-based approaches rooted in cultural practices foster improved interaction, motivation, and enjoyment in the learning process, thereby validating the potential of traditional Filipino games as meaningful strategies to promote both engagement and holistic student development.

The results from the pre- and post-intervention of Larong Pinoy show that teachers could use it as a pre-activity in Physical Education classes to get students more involved, encourage teamwork, and keep their interest in learning. Students are encouraged to play these traditional games because they help them work together, be disciplined, and coordinate their movements. They also help them appreciate and be proud of their culture. It is recommended that future researchers duplicate or expand the study with bigger participant groups and in diverse contexts, as well as investigate the utilization of more traditional Filipino games and assess their long-term impact on student engagement and educational outcomes.

Conclusions

The study's findings indicate that incorporating Tumbang Preso, Luksong Baka, and Patintero into classroom activities significantly enhances student involvement in Grade 7. The shift from average to very high engagement throughout the activity intervention demonstrates that these games facilitate student participation, concentration, and positive interaction with peers. The fact that the results stayed the same after each day of the activity shows that the improvement was not just a one-time thing. This shows that Larong Pinoy activities may be a fun and useful approach to keep kids active and interested in learning.

The findings also show that Larong Pinoy can assist with a wide range of issues, including behavior, emotions, and cognitive abilities. In addition to keeping kids active,

these games teach them about Filipino culture and foster teamwork, problem-solving, and friendship. To keep students engaged, you can use them as energizers, icebreakers, or activities that connect to the lesson in subjects other than MAPEH.

Future research might examine the long-term impacts of playing these games on a daily basis for a whole academic year. This could assist determine whether they can maintain students' interest over time and enhance other aspects like friendships, discipline, and resilience. Allowing kids to take turns running the games, modifying the rules, and thinking back on what transpired would also be beneficial in order to teach them responsibility and leadership.

Making connections between Larong Pinoy and other topics is another concept for future study. For instance, language learning exercises may be added to Patintero, history lessons could be connected to Luksong Baka, and arithmetic problems could be put to Tumbang Preso. In this sense, the games serve two purposes: they are enjoyable and aid in improving students' understanding of the subject.

Finally, it would be beneficial to research how these games might be modified for students with various backgrounds, requirements, and skill levels. It might be modified to allow everyone to participate. To see how well they work in contemporary schools, studies might also be conducted by fusing digital and physical games. In the modern learning environment, these suggestions can assist ensure that Larong Pinoy continues to be beneficial, enjoyable, and successful for student participation.

Recommendations

MAPEH teachers are encouraged to integrate Tumbang Preso, Luksong Baka, and Patintero into their instructional strategies as structured, curriculum-aligned activities that reinforce both physical and cognitive learning. Clear instructions, role rotations, and reflective discussions should accompany implementation to ensure meaningful connections between the games and intended outcomes. Teachers are also advised to promote inclusivity by adjusting rules for varying abilities and offering both cooperative and competitive formats. Extending Larong Pinoy to subjects like history, mathematics, and values education can further highlight their cultural and academic significance.

Students are encouraged to participate actively in Larong Pinoy, recognizing their value in promoting physical development, teamwork, and cultural pride. By engaging enthusiastically, they can enhance communication, problem-solving, and resilience. Taking initiative as game leaders, proposing creative variations, and reflecting on lessons learned can strengthen their leadership, discipline, and decision-making while contributing to the preservation of Filipino traditions.

Researchers are recommended to expand future studies by including larger samples, multiple schools, and different grade levels to strengthen validity and generalizability. They may also refine interventions by exploring other Larong Pinoy games or combining them with active learning strategies to identify the most effective approaches for promoting holistic development and sustained engagement.

Future researchers are further encouraged to examine a wider variety of Larong Pinoy variants to allow comparative analysis of outcomes, considering rule complexity, physical demands, and balance between cooperation and competition. They may also adopt mixed-methods designs to capture both quantitative and qualitative insights, investigate long-term impacts on academic and social skills, and explore the use of technology to adapt or gamify traditional games for modern learners while preserving cultural authenticity.

Compliance with Ethical Standards

The study complied with ethical standards by prioritizing the protection of Grade 7 student participants. Informed consent was secured from both the students and their parents or guardians, with clear communications of the study's objectives, procedures, and voluntary nature. Confidentiality and anonymity were strictly upheld as data focused only on relevant behaviors and excluded personal identifiers. Psychological and physical safety were ensured through close supervision of activities and adherence to the school safety protocol. Moreover, participants retained the right to withdraw at any time without penalty, reflecting respect for their autonomy and compliance with established ethical guidelines.

Acknowledgements

The researchers sincerely express their deepest gratitude to Almighty God, to their research professor, to the panel members, to the validators, to their dearest respondents, and to their friends and families who generously extended their support.

REFERENCES

- Alkharusi, H. (2022). A descriptive analysis and interpretation of data from likert scales in educational and psychological research. *Indian Journal of Psychology and Education*, 12(2), 13-16.
https://squ.elsevierpure.com/ws/portalfiles/portal/62602494/A_107_2022.pdf
- Atienza, H. a. L., & Andal, E. Z., EdD. (2023). Game-Based instructional delivery in promoting school achievement in public elementary schools. *International Journal of Social Science Humanity & Management Research*, 2(06).
<https://doi.org/10.58806/ijsshmr.2023.v2i6n07>
- Bronikowska, M. (2022). Physical activity through traditional games. *European Journal of Physical Education*, 15(4), 189–205.
- Caliston, N. (2025). Evaluating the effectiveness of Mobile Game-Based Learning for raising adolescent health Awareness: The case of “AHLam NA 2.0.” *IJOEM Indonesian Journal of E-learning and Multimedia*, 4(1), 11–20. Retrieved from:
[reehttps://doi.org/10.58723/ijoem.v4i1.349](https://doi.org/10.58723/ijoem.v4i1.349)
- Capinding, J. R., & Salazar, M. L. (2023). Revitalizing science education: Harnessing the power of traditional Filipino games in the classroom. *ResearchGate*. Retrieved from:
https://www.temjournal.com/content/124/TEMJournalNovember2023_2241_2250.pdf
- Galvez, E. (2019). The social dimension of traditional Filipino games. De La Salle University

- Press.
- Marin, J. (2022). Traditional games and cultural identity. *Journal of Philippine Studies*, 34(1), 5-18.
- Reeve, J. (2012). A Self-determination Theory Perspective on Student Engagement. In Springer eBooks (pp. 149–172). https://doi.org/10.1007/978-1-4614-2018-7_7
- Sampani, R. (2025). Pinoy games as a learning strategy on the academic performance in Mathematics 7. International Institute of Academic Research Inc.
- Sreekumar, D. (2024, November 25). What is Quasi-Experimental Design? Definition, Types, and Examples | Researcher.Life Retrieved from: <https://researcher.life/blog/article/what-is-quasi-experimental-design-definition-types-and-examples/>
- Tupas, F. P., & Palmares, M. T. G. (2018). Exploring Philippine traditional games as motivational activities for learning science in the K-12 curriculum. <https://eric.ed.gov/?id=EJ1247009>

APA Citation:

Emat, A. R. R., Mandreza, C. G. A., Montero, L. G. B., Oro, R. A., Magalona, J. C., & Policarpio, F. J. C. (2025). LARONG PINOY: EFFECTS OF TRADITIONAL FILIPINO GAMES ON STUDENT ENGAGEMENT. *Ignatian International Journal for Multidisciplinary Research*, 3(9), 792–801. <https://doi.org/10.17613/078z1-v8888>

Corresponding author: oro.ra@stud.pnu.edu.ph