

CBIS-TV (Calamba Bayside Integrated School-TV): A Contextualized Supplemental Live Online Tutorial for Learners

CBIS-TV (Calamba Bayside Integrated School-TV): un tutorial live online contestualizzato di supporto per gli studenti

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OPEN ACCESS

Double blind peer review

Citation: Gecolea, C.M.B. et al. (2024). CBIS-TV (Calamba Bayside Integrated School-TV): A Contextualized Supplemental Live Online Tutorial for Learners. *Italian Journal of Educational Research*, 32, 124-133
<https://doi.org/10.7346/sird-012024-p124>

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Received: December 9, 2023

Accepted: July 17, 2024

Published: June 29, 2024

Pensa MultiMedia / ISSN 2038-9744
<https://doi.org/10.7346/sird-012024-p124>

Abstract

This study was conducted to determine the relationship between the level of observation in the implementation of CBIS-TV and the level of its assessed effectiveness. The study used a descriptive-correlational research design. The respondents of the study were the 258 students of Calamba Bayside Integrated School. A simple random sampling technique was utilized to determine the respondents of the study. The results of the study revealed that all respondents have the same level of observation in the implementation of CBIS-TV, which is observed. It also disclosed that all respondents agreed that CBIS-TV is effective in assisting learners in answering learning tasks, supporting transfer of learning, and increasing students' motivation to study. Moreover, it also revealed that there is a significant relationship between the level of observation in the implementation of CBIS-TV and its level of effectiveness. It implies that CBIS-TV is proven to be highly effective as a contextualized supplementary online tutorial platform for learners. It also improves the quality of learning in the distance learning setup. It is recommended that this initiative be implemented for year 2 and the researchers may investigate its effectiveness in improving the academic performance of the learners.

Keywords: Technologies, Online classrooms, CBIS-TV, Education

Riassunto

Questo studio è stato condotto per determinare la relazione tra il livello di osservazione nell'implementazione della CBIS-TV e il livello di efficacia valutato. Lo studio ha utilizzato un disegno di ricerca descrittivo-correlazionale. I partecipanti allo studio sono stati i 258 studenti della Calamba Bayside Integrated School. Per individuare i partecipanti allo studio è stata utilizzata una tecnica di campionamento casuale semplice. I risultati dello studio hanno rilevato che tutti gli intervistati hanno lo stesso livello di osservazione nell'implementazione della CBIS-TV osservata. Inoltre, è emerso che tutti gli intervistati concordano sul fatto che la CBIS-TV è efficace nell'aiutare gli studenti a rispondere ai compiti di apprendimento, nel sostenere il trasferimento dell'apprendimento e nell'accrescere la motivazione degli studenti allo studio. Inoltre, ha rilevato che esiste una relazione significativa tra il livello di osservazione nell'implementazione del CBIS-TV ed i suoi livelli di efficacia. Ciò implica che la CBIS-TV si è dimostrata altamente efficace come piattaforma di tutoring online contestualizzato per gli studenti. Inoltre, essa migliora la qualità dell'apprendimento a distanza. Tale aspetto si ipotizza possa essere implementato nei prossimi due anni per migliorare il rendimento accademico degli studenti.

Parole chiave: Tecnologie didattiche, Classi online, CBIS-TV, Formazione

1. Introduction

The COVID-19 health emergency posed the most significant challenge to the education system in history. According to the United Nations (2020), it has impacted 1.6 billion students across 190 countries and continents. The recent pandemic also caused a significant shift in the educational system. It changes from traditional face-to-face learning to modular and online distance learning, blended learning, or homeschooling.

Despite the challenges in the education system, education officials are still very optimistic that this will not stop the organization from providing quality education. One of the principles stated in DepEd Order No. 12, series of 2020 is to “ensure learning continuity through K-12 curriculum adjustments, alignment of learning materials, deployment of multiple learning delivery modalities, provision of corresponding training for teachers and school leaders, and proper orientation of parents or guardians of learners.” Because of this, the department provided different learning delivery options for distance learning, namely online distance learning, modular distance learning, and TV or Radio-Based Instruction. Since the school already offered MDL and ODL for SY 2021-2022, it will offer more ways to learn by turning SLMs into video lessons and using CBIS-TV to offer live online tutorials.

CBIS-TV backs the implementation of DepEd Order No.12, s.2020, or the “Adoption of Basic Education Learning Continuity Plan for School Year 2020–2021 in Light of the COVID-19 Public Health Emergency,” DMCI-2020-00162, or the “Suggested Strategies in Implementing Distance Learning Delivery Modality (DLDM),” and Regional Order No. 4, s.2021, or the “Guidelines on Curriculum Implementation in the New. It is a contextualized supplementary online tutorial platform for learners and parents facilitated by teachers. It aims to improve the quality of learning in the distance learning setup. It was made based on the weekly Most Essential Learning Competencies (MELCs) to make it easier for parents and students to answer Self-Learning Modules that are based on the 4A QuBE program in Region IV-PIVOT A.

This study was conducted to determine the relationship between the level of observation in the implementation of CBIS-TV and the level of its assessed effectiveness. It served as an overall evaluation of the implementation of this program, which served as the banner project of the school during the peak of the COVID-19 pandemic.

1.1 Research Questions

The study aimed to assess the implementation of CBIS-TV and to assess its effectiveness. It also determined the relationship between the level of observation in the implementation of CBIS-TV and the level of its assessed effectiveness.

Specifically, it sought to answer the following questions.

1. What is the teacher’s mean level of observation on the implementation of CBIS-TV?
2. What is the mean level of the assessed effectiveness of CBIS-TV in terms of:
 - assisting learners in answering learning tasks.
 - supporting the transfer of learning; and
 - increasing student’s motivation to study.
3. Is there a significant relationship between the level of observation in the implementation of CBIS-TV and its level of effectiveness?
4. Based on the findings and reflections, what policy note may be offered to further enhance the implementation of CBIS-TV?

2. Literature review

Amidst the height of the COVID-19 pandemic, a variety of technologies are readily available for online classes and related tools. These technologies can be easily utilized and embraced by both students and teachers (Fauzi et al., 2021). Online classrooms offer a wider reach and improved accessibility to education,

especially for students with impairments and medical issues such as being infected with COVID-19 and other diseases (Migocka-Patrzałek et al., 2021).

Online classes foster a sense of camaraderie, enabling students to confront and discuss their concerns and anxieties with both their classmates and instructors. Online classes have provided a refuge from the adverse news, stress, and concerns associated with the pandemic (Lederman, 2020a).

On the other hand, aside from online classes, teachers also resort to the utilization of video lessons to further assist the students. Utomo and Ratnawati (2018) define video tutorials as a compilation of visual demonstrations presented by a tutor to help viewers understand a procedure or enhance their expertise. Wiguna (2016) states that a student worksheet functions as a structure for practicing the enhancement of cognitive and other learning elements through experimentation.

In addition, Musthofa and Murdani (2018) discovered that video lessons have a positive impact on enhancing students' proficiency. Furthermore, Stockwell et al. (2015) stated that video training improves visual, linguistic, and cognitive processes by enabling the ability to shift attention toward the significance of the content. The study examined the effectiveness of blended learning, which combines traditional classroom lectures with video assignments. It found that using video assignments before each class to engage students and provide them with basic knowledge, along with in-class problem-solving during lectures, is a more effective approach to science education compared to traditional methods. Masitoh et al. (2020) found that employing video tutorials as a means of instructing parents during the COVID-19 pandemic is both feasible and effective in assisting them in facilitating their children's learning at home, especially in the context of the COVID-19 pandemic.

Furthermore, during the pandemic, teachers also utilized live online tutorials. Online tutoring (OT) refers to the provision of tailored educational assistance by a tutor to an individual student (person-to-person) or a small group of students (person-to-group) using communication technology to access additional education. Online tutoring (OT) is a form of synchronous computer-mediated communication that provides new educational opportunities and allows for direct connections between teachers and students. It offers more convenience for tutors and tutees compared to traditional face-to-face tutoring (Corrigan, 2012).

Moreover, Chappell et al. (2015) state that OT can provide synchronous, one-to-one, and real-time services to reach students in remote locations. This allows tutors to gain practical experience, improve their language and communication skills, and engage in cultural interaction (Otangaa, 2019). Online tutoring (OT) has the potential to address the digital divide and learning gap for children in rural places (Liu, 2020). By establishing OT programs in these regions, it is possible to enhance their learning opportunities throughout the epidemic.

3. Research method

The respondents of the study were composed of 258 students at Calamba Bayside Integrated School. A random sampling technique was utilized to determine student respondents. On the other hand, the main objective of this study is to determine the relationship between the level of observance in the implementation and the level of assessed effectiveness of CBIS-TV. The study utilized two survey questionnaires to answer the specific questions of the study. The first instrument that was employed was a one-part survey questionnaire. It was designed to determine the mean level of observation on the implementation of CBIS-TV.

On the other hand, the researchers used a different survey questionnaire to find out how well the contextualized online tutorial was thought to work. These questionnaires were validated by experts to assure you that they are appropriate and can be utilized. After the final drafting of the survey questionnaire, the researchers sought permission from the school head of Calamba Bayside Integrated School through a formal request to allow them to distribute and retrieve questionnaires from the respondents. The request letter was signed and approved by the said authority before the scheduled date of data gathering. However, the researchers prepared a questionnaire in a Google form since the actual or personal distribution and retrieval of the questionnaire was not possible. After that, the results of the data collection were added up, put into tables, analyzed, and used in the right way according to the statistics.

The researchers explained to the respondents the significance and objectives of the study. The confidentiality of the information shared by the respondents was secured based on the Data Privacy Act. The authors of the literature and studies that were used in establishing the rationale and background of the study and to support the findings of the study were given proper citations. The data was gathered, treated, and analyzed with the utmost confidentiality.

Weighted mean was used to determine the teachers' mean level of observance of implementation and the assessed level of effectiveness of CBIS-TV. The four-point Likert Scale and the simple mean were utilized. Interpretations for computed means were adopted from the following: Highly Observed (3.51–4.00); Observed (2.51–3.50); Moderately Observed (1.51–2.50); and Not Observed (1.0–1.51). Pearson r was employed to establish the relationship between the assessed level of observance of the implementation of CBIS-TV and the assessed level of its effectiveness.

4. Findings and discussion

Table 1 reveals the assessments of students on the implementation of CBIS-TV in terms of *content and delivery*.

Indicative Statement	Mean	SD	Verbal Interpretation
The objectives and contents were relevant to the overall goal of the program. (Ang mga layunin at nilalaman ay may kaugnayan sa pangkalahatang layunin ng programa.)	3.38	.820	Observed
The key contents were comprehensive and easy to understand. (Ang mga pangunahing nilalaman ay komprehensibo at madaling maunawaan.)	3.36	.826	Observed
The contents/topic delivered were based on DepEd's MELCs. (Ang mga nilalaman/paksa na inihatid ay batay sa mga MELC ng DepEd.)	3.36	.863	Observed
The time allotment per subject was adequate. (Sapat ang paglalaan ng oras sa bawat paksa.)	3.40	.822	Observed
The live tutorial was delivered as planned. (Ang live na tutorial ay naihatid ayon sa plano.)	3.33	.840	Observed
The live tutorial was managed effectively. (Ang live na tutorial ay epektibong pinamamahalaan.)	3.39	.821	Observed
The digital platforms (zoom and FB page) utilized to air the live tutorial were used effectively. (Ang mga digital platform (zoom at FB page) na ginamit para maipalabas ang live na tutorial ay epektibong ginamit.)	3.40	.827	Observed

Table 1. Student's Mean Level of Observation on the Implementation of CBIS TV in terms of Content and Delivery

The presented data shows that in all the indicative statements, the school's implementation of CBIS-TV in terms of content and delivery is observed. The statements "the time allotted per subject was adequate" and "the digital platforms used to air the live tutorial were used effectively" got the highest mean level, which was 3.40. The statement "the live tutorial was delivered as planned" got the lowest mean level, which was 3.33.

It implies that the students found that the platform utilized in implementing the live online tutorial and the schedules for the airing of its episodes were adequate, but there is a need for a consistent schedule of delivery or airing of episodes. It may be attributed to the overlapping activities of the school. That is why there are some instances where it was not delivered as planned.

Wu (2020) suggests that to promote the use of a sustainable blended model in the post-pandemic era, significant modifications are required in the teaching strategies and techniques employed by educators, the mindset and abilities of students, and the administration and policies of institutions. One of his suggestions is that teachers should meticulously choose a live-streaming application that can meet the requirements of the online class. Certain applications lack robust student communication capabilities, while others lack a playback option.

Likewise, Table 2 presents the assessment of the students regarding the online tutors. The data revealed that students have the same level of observation in all indicative statements regarding the implementation of CBIS-TV in terms of online tutors. They all agree that the roles and responsibilities of online tutors and the execution of their tasks are observed. It is also noteworthy that the indicative statements “*managed time well*” and “*generated my desire to learn*” obtained the highest mean level, which is 3.47. On the other hand, the indicative statement “*processed participants’ questions and answers effectively*” has the lowest mean level, which is 3.30.

Indicative Statement	Mean	SD	Verbal Interpretation
demonstrated mastery of the topic being discussed. (naipamalas ang karunungan sa paksang tinatalakay)	3.39	.802	Observed
provided clear explanations on the topic. (nagbigay ng malinaw na paliwanag sa paksa)	3.42	.771	Observed
encouraged participation and interaction by utilizing variety of methods. (hinihikayat ang pakikilahok at pakikipag-ugnayan sa pamamagitan ng paggamit ng iba’t ibang pamamaraan)	3.31	.841	Observed
answered questions clearly and completely. (nasagot nang malinaw at buo ang mga tanong)	3.34	.851	Observed
processed participants’ questions and answers effectively. (mabisang naproseso ang mga tanong at sagot ng mga kalahok)	3.30	.847	Observed
managed time well. (pinamamahalaang mabuti ang oras)	3.47	.809	Observed
generated my desire to learn. (nabuo ang aking pagnanais na matuto)	3.47	.761	Observed

1.00-1.49(Not Observed);1.50-2.49(Moderately Observed);2.50-3.49(Observed);3.50-4.00(Highly Observed)
Table 2. Student’s Mean Level of Observation on the Implementation of CBIS TV in terms of Online Tutors

It implies that online tutors were able to properly manage and utilize the time allotted for their tutorials and they motivated the learners to continuously study despite the pandemic. However, the online tutors were not able to properly address the concerns of the students through the FB live comment box. It may be because of the limited time given to each tutor.

The study conducted by Fatimah and colleagues (2012) asserts that the presence of a tutor is crucial for the achievement of success in an online tutorial. The tutors are responsible for both designing and implementing the online tutorial. The role of the tutor is to utilize their creative abilities to develop engaging and relevant initiation materials, select thought-provoking discussion prompts, and effectively distribute assignments with clear explanations. These factors have a significant impact because if the communication style and the topic are not engaging, the students’ involvement in accessing the online lesson would diminish. Students are likely to seek information from other online sources. Table 3 reveals the assessment of the students regarding the overall implementation of CBIS-TV.

Indicative Statement	Mean	SD	Verbal Interpretation
was delivered as planned. (naihatid ayon sa plano.)	3.38	.825	Observed
managed effectively. (mabisang pinamamahalaan)	3.35	.811	Observed
well structured. (maayos ang pagkakabalangkas)	3.38	.859	Observed
provided a venue to assist the learners in the new normal. (nagbigay ng lugar upang tulungan ang mga mag-aaral sa bagong normal)	3.38	.857	Observed
was relevant and complimented the DepEd’s program. (ay may kaugnayan at kinalaman sa mga programa ng DepEd)	3.38	.884	Observed
was relevant and helpful to the learners. (ay may kaugnayan at nakakatulong sa mga mag-aaral)	3.45	.818	Observed
was appropriate to the needs of the learners. (ay angkop sa pangangailangan ng mga mag-aaral)	3.45	.805	Observed

1.00-1.49(Not Observed);1.50-2.49(Moderately Observed);2.50-3.49(Observed);3.50-4.00(Highly Observed)
Table 3. Student’s Mean Level of Observation on the Overall Implementation of CBIS TV

The above data revealed that the students agreed that CBIS-TV was properly implemented as manifested by the verbal implementation observed. The indicative statements “*was relevant and helpful to the learners*” and “*was appropriate to the needs of the learners*” obtained the highest mean level of 3.45, while the indicative statement “*managed effectively*” got the lowest mean level of 3.35. It implies that the implementation of CBIS-TV is helpful for the students, but there is still a need for it to be managed effectively. Carlana and Eliana (2021) suggest that the use of virtual tutoring by volunteers can be an effective and cost-efficient method to support vulnerable children and minimize the emergence of disparities, even after schools reopen following the COVID-19 outbreak. The intervention’s design is highly flexible and can be quickly adjusted to fit inside regular school hours. During this time, tutors play a crucial role in assisting students in achieving the appropriate level of learning.

The next set of tables shows what students thought of CBIS-TV and how well they thought it worked. Table 4 shows the assessment of the students on the effectiveness of CBIS-TV in terms of answering learning tasks.

Indicative Statement	Mean	SD	Verbal Interpretation
helps me create new routines and schedules that match my strengths (tinutulungan akong lumikha ng mga bagong gawain at iskedyul na tumutugma sa aking mga lakas)	3.46	.768	Effective
reduces the barriers to learning by providing best practices in distance learning (binabawasan ang mga hadlang sa pag-aaral sa pamamagitan ng pagbibigay ng pinakamahusay na kasanayan sa pag-aaral sa malayo)	3.26	.850	Effective
teaches me how to access other online learning resources to be able to help me answer the learning tasks (nagtuturo sa akin kung paano mag-access ng iba pang mapagkukunan ng online na pag-aaral upang matulungan akong sagutin ang mga gawain sa pag-aaral)	3.36	.830	Effective
simplifies directions of the learning tasks presented in the SLM/LeaP (pinapasimple ang mga direksyon ng mga gawain sa pagkatuto na ipinakita sa SLM/LeaP)	3.28	.833	Effective
organizes and presents consistently learning tasks to be answered (nag-aayos at naglalahad ng tuluy-tuloy na mga gawain sa pagkatuto na sasagutan)	3.43	.797	Effective

1.00-1.49(Not Effective);1.50-2.49(Moderately Effective);2.50-3.49(Effective);3.50-4.00(Highly Effective)

Table 4. Student’s Mean Level of Assessment on the Effectiveness of CBIS-TV in terms of Assisting Learners in Answering Learning Task

The above data reveals that the students perceive that CBIS-TV is effective in assisting them in answering their learning tasks. The indicative statement “it helps me create new routines and schedules that match my strengths” obtained the highest mean level of 3.46, while “it reduces the barriers to learning by providing best practices in distance learning” is the indicative statement that got the lowest mean level, which is 3.26.

It implies that CBIS-TV becomes part of the students’ routine since they want to understand further the topics included in their learning module. However, it also implies that even though the online tutors discuss the topics in a manner that would assist the students, it still cannot reduce the obstacles to learning. It may be because there is no direct interaction between teachers and students.

In his study, Li (2022) proposed that teachers should explore the creation of digital teaching and learning platforms and applications that incorporate personalization and contextualization. This would enable customization for students with varying skills and cater to the specific needs of different topics. He advocated for the enhancement of existing live-streaming apps and platforms to cater to academic needs, emphasizing the importance of fostering robust student interactions. To ensure a viable and sufficient internet framework in the aftermath of the pandemic, enhancements are necessary across all domains. Likewise, Table 5 reveals the assessment of students of the effectiveness of CBIS-TV in terms of supporting the transfer of learning.

Indicative Statement	Mean	SD	Verbal Interpretation
designs and promotes activities and materials that help me apply what I have learned (nagdidisenyo at nagsusulong ng mga gawain at materyales na makatutulong sa akin sa pagsasabuhay ng aking natutunan)	3.45	.784	Effective
provides follow-up interventions/activities aside from the learning experience provided during the live tutorial (nagbibigay ng mga follow-up na interbensyon/aktibidad bukod sa karanasan sa pagkatuto na ibinigay sa panahon ng live na tutorial)	3.35	.796	Effective
designs activities that are appropriate for the learners and desired performance outcomes (nagdidisenyo ng mga aktibidad na angkop para sa mga mag-aaral at nais na resulta ng pagganap)	3.34	.833	Effective
uses available technology appropriately (gumagamit ng magagamit na teknolohiya nang naaangkop)	3.36	.840	Effective
provides materials that can be used at home without assistance (nagbibigay ng mga materyales na magagamit sa bahay nang walang tulong)	3.27	.847	Effective

1.00-1.49 (Not Effective); 1.50-2.49 (Moderately Effective); 2.50-3.49 (Effective); 3.50-4.00 (Highly Effective)

Table 5. Student's Mean Level of Assessment on the Effectiveness of CBIS-TV in terms of Supporting Transfer of Learning

The presented data shows that CBIS-TV is a project and, at the same time, an intervention that really supports the delivery of learning. It can be seen from the table that the students assessed it as effective. The indicative statement “designs and promotes activities and materials that help me apply what I have learned” got the highest mean level of 3.45, while the indicative statement “provides materials that can be used at home without assistance” has the lowest mean level of 3.27.

It implies that what the teachers are teaching in the live online tutorial enables the learners to apply what they have learned from the discussion. Even though the materials that were provided can enable them to do the task in the absence of the teachers, there is still a need for assistance from the teachers.

One significant difficulty is the ability to adapt. Transitioning from an in-person to an online environment necessitates a period of adjustment for students to acclimate and become familiar with the new context. Once again, the abrupt transition to online learning may not provide enough time for students with traditional mindsets to adapt, since they tend to resist sudden changes (Kebritchi, Lipschuetz, & Santiago, 2017; Kumar, 2015). Moreover, the next table shows the assessment of the students on the effectiveness of CBIS-TV in terms of increasing students' motivation.

Indicative Statement	Mean	SD	Verbal Interpretation
enables the learners to immerse themselves in the task and stick with it through completion (nagbibigay-daan sa mga mag-aaral na maging bahagi ang kanilang sarili sa gawain at manatili dito hanggang matapos)	3.24	.907	Effective
actively engages the learners by building on their interests and prior knowledge (aktibong umaakit sa mga mag-aaral sa pamamagitan ng pagbuo sa kanilang mga interes at dating kaalaman)	3.30	.818	Effective
enables the learners to engage in the live tutorials because it develops their sense of competency (nagbibigay-daan sa mga mag-aaral na makisali sa mga live na tutorial dahil ito ay nagpapaunlad ng kanilang pakiramdam ng kakayahan)	3.33	.844	Effective
allows learners to develop connections with others, gives them some degree of autonomy, and provides opportunities for originality and self-expression (nagbibigay-daan sa mga mag-aaral na bumuo ng mga koneksyon sa iba, nagbibigay sa kanila ng ilang antas ng awtonomiya, at nagbibigay ng mga pagkakataon para sa pagka-orihinal at pagpapahayag ng sarili)	3.33	.816	Effective
allows learners to feel successful and earned success in their studies despite the struggle brought by the pandemic (nagbibigay-daan sa mga mag-aaral na madama ang tagumpay at tagumpay sa kanilang pag-aaral sa kabila ng pakikibaka na dala ng pandemya)	3.40	.823	Effective

1.00-1.49 (Not Effective); 1.50-2.49 (Moderately Effective); 2.50-3.49 (Effective); 3.50-4.00 (Highly Effective)

Table 6. Student's Mean Level of Assessment on the Effectiveness of CBIS-TV in terms of Increasing Student's Motivation

The table above reveals that CBIS-TV motivates the learners to study despite the struggles due to the COVID-19 pandemic as manifested by the verbal interpretation. The indicative statement “allows learners to feel successful and earn success in their studies despite the struggle brought by the pandemic” obtained the highest mean level, which is 3.40, while the indicative statement “enables the learners to immerse themselves in the task and stick with it through completion” got the lowest mean level, which is 3.24.

It implies that the implementation of CBIS-TV lessens the anxiety among students, particularly in terms of schooling, since the program assists them in their studies. It also implies that despite the implementation of this program, there is still a need for the teachers and parents to supervise them so that they can immerse themselves in the task given.

Amidst the pandemic, online classes have the potential to provide an enjoyable and calming environment for students, while also enhancing their mental and psychological well-being (Lederman, 2020a; Lederman, 2020b). Lin and Nguyen (2021) elucidate the way the recent shift to online learning has enhanced learner-lecturer interactions through regular email correspondence. Engaging in consistent email correspondence proved beneficial for certain students in sustaining their motivation, particularly when tutors reciprocated with affirmative responses.

Finally, Table 7 shows the relationship between students’ observance of the implementation of CBIS-TV and its level of effectiveness.

	<i>Assisting Students in Answering the Learning Tasks</i>	<i>Supporting Transfer of Learning</i>	<i>Increasing Student’s Motivation</i>
<i>Content and Delivery</i>	.761**	.765**	.789**
<i>Online Tutors</i>	.871**	.865**	.828**
<i>Overall Implementation</i>	.841**	.820**	.838**

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

Table 7. Correlation Matrix on the Observance on the Implementation of CBIS-TV and Its Level of Effectiveness

Findings show that the implementation of CBIS-TV has a significant relationship to its level of effectiveness as assessed by the students at a 0.01 level of significance. It implies that the implementation of CBIS-TV is beneficial in assisting students, supporting learning, and motivating students to learn despite the struggle brought on by the pandemic.

In the study that Carlana and Eliana (2021) have written, they demonstrate that online tutoring can be an efficient method for assisting students throughout the epidemic. This method not only improves the students’ academic performance, but also helps them improve their psychological well-being and build their socio-emotional abilities.

5. Conclusion

Based on the study’s findings, the researchers determined that students are actively participating in the use of CBIS-TV: A Live Online Tutorial, showing their focus and active involvement in the learning process. Also, CBIS-TV: A Live Online Tutorial has significant effectiveness, as students attest to its efficacy in assisting them with learning tasks, enabling the transfer of knowledge, and acting as a motivational tool for improved learning experiences. There is a significant relationship between the level of student observance of CBIS-TV implementation and its overall success, emphasizing the need of active engagement in maximizing the advantages of this teaching tool.

Furthermore, the researchers stress the importance of creating a detailed action plan to improve the implementation of CBIS-TV, assuring its ongoing effectiveness in aiding student learning, as they acknowledge the need for continual improvement.

6. Limitation and further research

One of the limitations of this study is its limited scope, as it only includes the students of Calamba Bayside Integrated School as the respondents. The generalizability of the findings beyond this demographic may be limited, as the response to the introduction of CBIS-TV may differ in other educational contexts and across different student demographics. Moreover, the random selection of participants may induce biases that could affect the generalizability of the results.

To address this issue and expand the range of comprehension, forthcoming studies should contemplate incorporating heterogeneous student groups from different educational establishments. An analysis of CBIS-TV's performance could be enhanced by conducting comparative studies among schools with diverse demographic profiles. Moreover, analyzing the viewpoints of teachers, school officials, and parents, together with gathering input from students, will enhance our understanding of the overall influence of CBIS-TV in various educational settings. Engaging in multi-stakeholder research efforts would improve the ability to apply the findings to a broader range of situations and help create more customized and universally relevant recommendations for implementing CBIS-TV effectively.

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