Improving the Teaching of TLE-Garment Construction Through Recorded Video Lessons (RVL) as Supplementary Learning Tool

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Abstract

This research aimed to determine the efficacy of recorded video lessons as a supplementary teaching method in TLE-Garment Construction for Bachelor of Technology and Livelihood Education (BTLEd) 2nd-year students at Cebu Technological University Barili Campus during the School Year 2021-2022 as a foundation for video-based learning activities. TLE is a performance-based curriculum that has been challenging in imparting knowledge to students in today's new standard of education on online learning. Therefore, recorded video lessons were supplementary teaching tools that helped students understand the scope and concept of the lesson in greater depth. This study used a quasi-experimental method comprised of pre-test and post-test administered before and after the implementation of the intervention. It assessed the respondents' performance in the different basics of Locating the Body Points, Taking the Body Measurements, and Using Tools Needed in Pattern Drafting. Moreover, core competencies on Pattern Drafting and Lay- outing on Simple Blouse with set-in Sleeve and convertible Collar and Trouser and Sewing Construction of A-line Skirt. Recorded Video Lessons (RVL) utilized to expand the skill, knowledge, and understanding of specific concepts in Technology and Livelihood Education (TLE)-Garment Construction subject. The study further revealed a significant difference (p-value =0.00) between the pre-test and post-test performance of the students as to the competencies mentioned above. According to the results' interpretation, the intervention improved the students' performance level. It is recommended that the proposed video-based learning activity could be used in different subject matter that entails skill acquisition.

Keywords: Vocational Education, Supplemental Video Lessons, Quasi-Experimental Method, Intervention

Introduction

The Commission on Higher Education subjected the guidelines on implementing flexible learning to continue education despite the situation. TLE (Technical and Livelihood Education) is one performance-based discipline that requires a live demonstration. As a result, there is a compelling need to look into new learning modalities and customize delivery modes to satisfy students' demands for quality education. Technology has become increasingly significant in education, with recorded video lessons being one example. However, it is said to be a potent educational instrument that can also boost the learning rate which in the literature this approach gained little attention (Dalal et.al, 2014).

The Philippine government created different alternative delivery modes to ensure that education will never be stagnant, wherein despite the global pandemic, students can continue to learn. Despite the situation, social presence is formed and provided to students through the teacher-student relationship, encouraging them to share information (Reio Jr. & Crim, 2013). Furthermore, teachers must guarantee that the recorded video lessons created are relevant and sufficient to suit the needs of learners (Al Adwan et al., 2018). Across millions of quarantined Filipino learners must stay at home and observe the mandated measures (UNESCO, 2020). Education is a lifetime process that must continue even in disasters and war. On the other hand, it is noticeable that Technology and Livelihood Education has been challenging to conduct in the modular platform since it needs to perform in an actual classroom setting. Some TLE teachers showed their students their video demonstrations, which helped demonstrate learning abilities and how they were made in-depth. As the usage of educational films has grown, the topic of how to integrate this technology into education for teachers and students has become increasingly important (Nagy, 2018). Recorded Video Lessons provide students adequate time to understand the materials and perform a certain activity in their comfort zone while learning. The goal of technical and vocational education is to produce knowledgeable and skilled graduates capable of producing high-quality products and offering excellent services to meet the specified objectives (Zakaria & Aisyah, 2017; Reeve, 2016). Students' learning outcomes can be improved if they exposed to innovative and motivating instructional approaches (Castro, Andres, & Prestoza, 2018).

This study evaluated the students with the different Competencies of Garment Construction using Recorded Video Lessons. TLE teachers develop

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solutions, such as creating video demonstrations for students to see how things should be in detail. Video lessons demonstrate materials and imitate real-world situations (Asensio et al., 2006; Halls, 2012).

The researcher, a TLE teacher, would like to assess the Efficacy of Recorded Video Lessons in Technology and Livelihood Education, specifically in the Garment Construction subjects, to assess the students' competencies in this flexible online learning. The output of this study will be the basis for creating video-based learning activities in the learning process of the students and teachers concerned.

Research Objectives

This study aimed to determine the efficacy of recorded video lessons as a supplementary teaching method in TLE-Garment Construction for Bachelor of Technology and Livelihood Education (BTLEd) 2nd-year students at Cebu Technological University Barili Campus during the School Year 2021-2022 as a foundation for video-based learning activities. The following are the objectives for video-based learning activities:

1. To assist TLE teachers in delivering the body of knowledge and improving students' mastery of learning, and
2. To utilize the video-based learning activity as a teaching method to increase students' engagement, participation, and interest in the subject matter as performance-based in the new normal of education, Online Learning.

Literature Review

Student-centered learning practices, numerous tools to facilitate learning, and various learning situations are all part of the learning environment. Theoretical knowledge and practical skills in clothes and sewing are still reasonable among the students. Student-centered learning practices, numerous tools to facilitate learning, and various learning situations are all part of the learning environment. Theoretical knowledge and practical skills in clothes and sewing are still reasonable among the students. Technological education is challenging (Riconalla et al., 2022) in this time of distance learning because it needs to elaborate on the basic concepts, and the student's comprehension of the topic of constructing clothes is also limited. Therefore, they find it challenging to master (Bujeng et al., 2018).

Students face technological difficulties while coping with distance learning, resulting in distraction (Ando et al., 2022), reduced focus, and insufficient engagement with classmates (Abucejo et al., 2022). The teacher's quality of education may also influence the student's unhappiness. Undoubtedly, teaching strategies are extremely uninteresting *Olleras et al., 2022) because teachers continue delivering classes using traditional methods (Castro et al., 2018; Cyril, 2016; Yap, 2016). Video classes have become an essential part of higher education. It is typically the main form of online and traditional learning material delivery. Furthermore, video is more engaging for students and is well suited to illuminating abstract or difficult-to-visualize events, and it may be particularly effective for student preparation in classrooms (Stockwell et al., 2015).

Online learning is also a teacher-student unit that evolves with a specific topic systematically and sequentially, making it easier for students to understand and master the unit's content. Learning was significantly affected by the social presence, learning stability, and even live teacher's demonstrations. Students are used to traditional learning, which focuses on classroom instruction and encourages creative thinking. Various parties frequently use a module's concepts and activities to create different materials, tools, resources, and guides to achieve the given objectives (Ahmad, 2016).

Technical Livelihood Education is based on the students' authentic performance. Educators are using various platforms to offer their students courses, including Zoom, Google Classroom, and even video demonstrations (Kissani et al., 2019). It is how different skills and abilities come together in one place. Recorded Video Lessons are ideal for performance-based subject matter such as Garments so that students may get a detailed overview of how things should perform. Videos may demonstrate how something works and convey information on complex subjects using only still photos and text (Colasante, 2011).

Finally, the utility of video classes has increased by matching modality to content. Instructors can increase the germane cognitive load of a learning experience by employing audiovisual channels to deliver effective learning and extend the type of material to the most appropriate channel. When weeding educational films, teachers must consider their students, including knowledge crucial for success. They are processing but discarding information they do not require to achieve the learning goal, which may cause their working

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memory to become overburdened. This technique has boosted the preservation and transmission of knowledge from video (Ibrahim et al., 2012).

The 21st-century learning environment includes teacher-centered or student-centered learning methodologies, the integration of technology (Bahinting et al., 2022), media, and content to assist learning, and a range of learning scenarios (Smaldino, Lowther, & Russell, 2012). In a video-based system, expected that reusing video resources will save money. Despite the relatively high cost, it will be highly affected by the certainty of guaranteed instructional success when using video-based instructional resources to teach practical skills. To justify their use or not, empirical studies evaluating the efficiency of video-based instructional resources for the remote teaching of practical skills may be required (Jung, 2005).

Teachers have a critical role in demonstrating and improving the technical skills and information required later in life. Teachers will also utilize various pedagogical tactics to create 'bridges' and 'links' between the subject studied and the learner. The new National Core Curriculum for Basic Education (2014) fosters collaborative work and interaction amongst learners when producing and working in craft sessions. The new curriculum implies that students document, reflect on, and provide feedback on their work processes while they are working. It is evident from the Garment lessons that students are encouraged to learn via doing in several ways. By providing Recorded Video Lessons, they are also encouraged to employ a variety of materials, tools, equipment, and procedures for varied purposes while creating and making their creations (Ertmer & Newby 2013).

In the new era of education, teachers tend to provide recorded video lessons to students. The recorded lessons posted on different online platforms are accessible to students. Moreover, the students understand the lessons and learn by doing on their own. Technology education is relevant to developing students' skills by raising their awareness through creativity and innovativeness (Niiranen, 2016).

Learning by Doing theory emphasizes that the students learn, practice, and perform the action all by themselves in a real-world environment and then take some time to reflect on their performance. Deweyan constructivism emphasizes learning through acting and making to construct knowledge (Rosenfeld, Halverson & Sheridan, 2014).

Several cognitive and higher-order thinking skills can

be cultivated and enhanced through a practical setting; because of the strong relationship between making and thinking, pupils learn best when they are making something. It is in favor of technology education because it has the potential to improve abilities in a variety of ways by providing students with hands-on experience and opportunities to interact with technology (Strimel, 2019; Williams, 2009).

Teachers should provide clear and specific lessons so the students can absorb the learnings and enhance their mastery. Teachers' methods of teaching will reflect on students' mastery of knowledge. The spiral form was a great technique to depict the effect of earlier learning on later learning since the spiral appears to spread and become more inclusive with each occurrence of a given element of information. Bruner felt that early learning experiences shape the efficacy of later information acquisition for the rest of one's life. It would be difficult, if not impossible, to overcome such deficiencies if these were insufficient. The students can learn and improve their mastery skills using the Recorded Video Lessons or demonstrations. Since it is a recorded video lesson, the students can replay and gain more profound knowledge about the context. It benefits from reinforcing the ability over time and for future learnings. Learning takes anytime and anywhere. The students learn sequentially at their own pace and enhance their subject matter knowledge. The spiral progression strengthens recalling and acquiring sufficient demonstration skills through review and accumulating more profound and complex learning. The new curriculum enables teachers to engage students in different learning experiences and innovate critical and creative thinking (Quiano, 2012).

O' Regan et al. (2016) opine that using observation tools and including students integrates active listening, reflective thinking, and situational engagement. Teachers serve as the center model of the students in both traditional and online learning. Garments is a performance-based subject matter, and the teachers should provide Recorded Video Lessons and demonstrations for the students. It helps students overview things in detail in different learning competencies. The best example is when the teacher demonstrates how to take body measurements properly. The students can locate those parts and follow the steps to take the Body Measurements.

A law that supports the study is the CMO No.4 s. 2020, which signifies guidelines on the execution of Flexible Learning. The outbreak of the covid19 virus has a sudden impact on people's lives all around the globe. As a result, stakeholders must collaborate and

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establish a culture of knowledge and best practices to make paradigm adjustments in the teacher-student process in Philippine institutions. Therefore, the implementation of Flexible Learning was adopted during SY 2020-2021 and may extend to concerned stakeholders and the Commission.

Learner-centered flexible learning promotes the learner's growing freedom and autonomy. Its mission is to assist and empower learners, giving them more control over their education and allowing them to become more self-directed. It broadens the range of options available to both students and teachers. As a result, conventional internal/external borders are blurring.

Another law that will redefine the study is the Republic Act (RA) No. 8292, which is to develop a complete, sufficient, and integrated higher education system. It is also known as the "*Higher Education Modernization Act of 1997*", which changed and uniformed the composition of Governing Boards of chartered state universities and colleges (SUCs) across the country. To achieve a more coordinated and integrated higher education system, they implement higher education programs, offer more appropriate guidance in their governance, and guarantee academic freedom as promised by the Constitution are all priorities.

Another legality is the TESDA Circular No. 062 s. 2020, otherwise, the guidelines in implementing flexible learning in TVET. Following the Operational Plan's policy direction (OPLan), this Circular is released by TESDA Abot Lahat: TVET Towards the New Normal to provide recommendations for the management and implementation of flexible learning in the delivery of Technical Vocational Education and Training (TVET) in the Philippines.

It may claim that technology enhances one crucial aspect of curriculum creation. Furthermore, teachers also use technology tools to provide Recorded Video Lessons to the students. Recorded Video Lessons help modular students attain the same skills, knowledge, and basic concepts of TLE- Garments anytime and anywhere. Using the best of tradition and technology, video integration and modular distance learning feeds young brains, encourage blooming ambitions, and inspire good lives (Aguiluz, 2016).

The transition of the educational system promotes flexibility, allowing students to acquire skills at their own pace, time, and location. Make better use of technology and encourage new staffing patterns that employ teacher abilities and interests in new ways; each offers the possibility of improving efficiency and productivity. There are many distinct layers and faces to flexible learning. Its broadest definition is a continuum of strategies employed at different levels in different aspects and forms of knowledge. Through various interactions, it aims to give learners more choices, options, and control over their learning. It is not an alternative educational model but a driving force that provides pupils with more choices.

'Flexible Learning' refers to educational ideas and techniques that provide students with more flexibility, convenience, and personalization to satisfy their requirements. Flexible learning, in particular, gives students the freedom to learn when, when, and how they want. Personalized knowledge and interest are other terms for it. Learning takes various forms in New Zealand and Australia (Shurville et al., 2008). Video learning is greatly encouraged to be employed as one of the teaching methods, especially in TVE, in keeping with the country's technological progress. Its goal is to generate skilled and competent students. Video-based learning provides learners with similar learning experiences, besides delivering support, extending, and altering pedagogy, curriculum output, and life experience. Constructivist perspectives developed to technology and teaching. They demonstrated that technology in education has much potential since it brings new teaching and learning modalities to students from various backgrounds (Hernández-Ramos, 2007; Sampson & Fytros, 2008). Through student-teacher learning that highlights practical experiences, project-oriented education can foster individual ability and improve critical thinking and mastery of education (Aziz, Sicard, & Dhia, 2010; Othman et al., 2008).

In the new Flexible Learning, supplemental video lessons create an effective learning outcome for TLE-Garment students, showing detailed guidelines on the essential competencies. In technical and vocational education, the demonstration technique employed. However, it has resulted in a more extended period of teaching and learning, making redo challenging if students miss it. Furthermore, the variety of students' backgrounds impacts how they think and their ability to think critically and demonstrate knowledge. As a result, using a video-based learning activity is the most recent option for allowing students to observe the steps involved in the process and students' ability to engage in teaching and learning practices. Undoubtedly, ICT and multimedia-based teaching and learning methods have proven effective and efficient, capable of assisting students to gain understanding, developing

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skills (Karaci et al., 2018), and maintaining memory consistency (Hung et al., 2017).

Students must be actively involved in the learning process; nevertheless, content is still frequently presented using the traditional lecture method, which places students in the role of passive learners with limited opportunities for interactivity and engagement with the course material. As a result, video-assisted learning is characterized as the systematic acquisition of defined information, competence, and abilities through video resources. At the same time, new technology and infrastructure advancements make video-assisted learning potentially ripe for learning experiences (Giannakos, 2013). Theories mentioned above and legalities emphasize the utilization of Recorded Video Lessons (RVL) for flexible learning and its efficacy for TLE- Garment students.

Methodology

This study used a quasi-experimental method, which assessed the efficacy of Recorded Video Lessons as a supplementary teaching method in TLE-Garment Construction for BTLEd 2nd-year students at Cebu Technological University Barili Campus. The pre-and post-test was administered before and after the intervention. Moreover, implementation and assessment of the respondents' performance in the different basic and core competencies.

Instruments

This study used two instruments adapted during the gathering of data to the seventeen (17) identified respondents who are the 2nd-year BTLEd students of CTU-Barili Campus to assess the efficacy of the Recorded Video Lessons (RVL) as a supplementary teaching method.

The first questionnaire was composed of two assessments, Pre-test and Post-test, and adapted from the Dressmaking NCII- TESDA Training Regulations performance criteria with competent/not yet competent. In the Pre-test, the students performed the basic competencies (Locating the Body Points, Taking the Body Measurements, Using Tools in Pattern Drafting) and core competencies (Pattern Drafting and Lay- outing on Simple Blouse with set-in Sleeve and convertible Collar and Trouser and Sewing Construction of A-line Skirt) within five (5) days. Each competency consisted of five performance criteria. Afterward, the researcher provided recorded video lessons to students who completed the pre-test

and performed the post-test of the competencies as mentioned above within five days.

The second instrument was adapted from Turan and Cetintas (2019) entitled "*Investigating university students' adoption of video lessons*, *Open Learning*". The parameters (effectiveness, appeal, efficiency, and overall satisfaction) would evaluate the student's learning experiences in video-based learning activities. Each parameter consisted of five (5) learning experiences. The parameters assessed the students' experiences in using video-based learning activities. The determination of performances is used to describe the weighted mean. All the instrument that this study used were valid and reliable (Cabello & Bonotan, 2021)

Research Procedures

The following preliminary preparations was done to validate the researcher's data. The ongoing COVID-19 pandemic have made in-person data collection even more difficult for researchers. Several actions and requirements should be followed and implemented to prevent the introduction and spread of COVID-19 in schools and the community and protect the people involved in this research and school staff while they are at school. The researcher was fully vaccinated and advised to wear a mask. First, the researcher provided a request letter, which the research adviser signed. The Campus Director of CTU- Barili Campus approved the request letter to conduct research.

The researcher scheduled a google meet with the seventeen (17) respondents to explain the concept and scope of the study. The researcher gave respondents five (5) days for the Pre-test. The respondents had individual performances, uploaded the videos to their YouTube Channel (Public/ Unlisted), and submitted the link to the researcher via Facebook Messenger. Subsequently, the researcher presented supplemental videos to BTLEd 2nd-year TLE- Garment Construction students based on the basic competencies (Locating the Body Points, Taking the Body Measurements, Using Tools in Pattern Drafting) and core competencies (Pattern Drafting and Lay- outing on Simple Blouse with set-in Sleeve and convertible Collar and Trouser and Sewing Construction of A-line Skirt) to students who completed the pre-test and performed the post-test within five days.

The researcher sent a google form link to respondents made up of parameters to assess students' learning experiences using the video-based learning activities. The students were encouraged and

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motivated to perform the supplemental videos on the different basic and core competencies.

Results and Discussion

Table1. *Profile of the Respondents as Age and Gender*

		Frequency	Percentage
Age			
22-24 years		2	11.80
20-21 years		15	88.20
	Total	17	100.00
Gender			
Female		15	88.20
Male		2	11.80
	Total	17	100.00

Table 1 shows that out of 17 students, two (2) are 22-24 years of age, having a percentage of 11.80, and fifteen (15) are 20-21 years, with a percentage of 88.20. They bemoaned that a student's chronological age substantially impacted their academic performance, with the youngest student having a chance to outperform their older counterpart in a teacher-created test (John et al., 2015). The respondents' age is considered an essential element in this study to assess the efficacy of recorded video lessons.

Gender is also a significant element in this study because it has the potential to influence students' performance in Garment Construction. As a result, the female respondents outnumbered the male with a frequency of 15 or 88.20%. The male has a frequency of 2 or 11.80%. In particular, 2nd-year BTLEd Garment Students have more females and a higher frequency of respondents. However, some researchers discovered no significant differences in male-female performance at any level, most discovered gender differences (Atovigba, 2012).

Table 2. *Summary Table for Competencies*

Competencies	Pre-Test		Post-Test	
	Competent	Not Yet Competent	Competent	Not Yet Competent
Basic				
1. Locating the Body Points	10.59	89.41	84.71	15.29
2. Taking the Body Measurements	10.59	89.41	82.35	17.65
3. Using Tools in Pattern Drafting	10.59	89.41	65.88	34.12
Core				
4. Pattern Drafting and Lay-Outing on Simple Blouse with Set-In Sleeve and Convertible Collar and Trouser Pants	10.59	89.41	65.88	34.12
5. Sewing Construction of A-Line Skirt	10.59	89.41	60.00	40.00
Average	10.59	89.41	71.76	28.24

This part of the study presents the summary level of performance of 2nd year BTLEd TLE- Garment Construction students before and after using the video-based learning activity. It includes their performance in Locating the Body Points, Taking the Body Measurements, Using Tools in Pattern Drafting, Pattern Drafting and Lay-Outing on Simple Blouse with Set-In Sleeve and Convertible Collar and Trouser Pants, and Sewing Construction of A-Line Skirt. The table provides a summary of the results from each competency. The five (5) competencies achieved the same weighted mean in the pre-test, 10.59 for Competent and 89.41 for Not Yet Competent. The average of the five competencies is 10.59. In the post-test, the highest mean for Competent was 87.71, followed by Taking Body Measurements, 82.35. Using Tools in Pattern Drafting and Pattern Drafting and Lay-Outing on Simple Blouse with Set-In Sleeve and Convertible Collar and Trouser Pants obtained 65.88. The last competency, Sewing Construction of A-Line Skirt, obtained 65.88. The average of the five competencies for Competent in the post-test was 71.76. Sewing Construction of A-Line Skirt received the highest mean, 40.00. Followed by Pattern Drafting and Lay-Outing on Simple Blouse with Set-In Sleeve and Convertible Collar and Trouser Pants, Using Tools in Pattern

Drafting received 34.12; Taking Body Measurements received 17.65; and Locating Body Points received the lowest mean, 15.29. Teachers interact with students and determine whether a student requires assistance, more or less support, decide on grades, and make suggestions for improvement Because of the numerous direct and indirect possibilities. It was evident that teachers can impact students and the distinctions between students. After controlling for actual performance, the differences were significant but still statistically significant in language and social background (Bonefeld et al., 2017).

Table 3. *Summary of Respondents' Learning Experience*

Parameters	Composite Mean	Description
1. Effectiveness	4.33	Very Positive
2. Appeal	4.32	Very Positive
3. Efficiency	4.23	Very Positive
4. Overall Satisfaction	4.41	Very Positive
Average	4.32	Very Positive

The table above summarizes the results of the parameters. Overall Satisfaction received the highest mean, 4.41 with a description, Very Positive, followed

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by Effectiveness, 4.33, Very Positive, Appeal, 4.32, Very Positive, and Efficiency received the lowest mean, 4.23, Very Positive, as shown in the table. Overall, the sum of the four parameters is 4.32, with the description Very Positive. These were the results of the students' responses to their learning experiences while using video-based learning activities. Indeed, the recorded video lessons aided students in better understanding the concept. In essence, learner engagement is the level of interaction and cooperation a learner has with the instructor, other learners, and learning materials.

It emphasizes the quality and quantity of learner participation, commitment, and motivation to meet the established milestones and acquire relevant knowledge. The recorded video lessons are practical and worth thinking about when designing methods for students' learning experiences. The videos and audio recordings were particularly useful in blended learning environments with varying circumstances. Most studies have focused on two aspects: how students perform after video content and how students prefer to use video materials (Pursel & Fang, 2011).

Table 4. *Test of Significant Difference*

Competency	Pre-Test	Post-Test		p-value	Decision	Remarks
		C	NC			
Locating the Body Points	C	1	0	0.001	Reject Ho	Significant
	NC	11	5			
Taking the Body Measurements	C	0	0	0.002	Reject Ho	Significant
	NC	10	7			
Using Tools Needed in Pattern Drafting	C	0	0	0.002	Reject Ho	Significant
	NC	10	7			
Pattern Drafting and Lay-Outing on Simple Blouse with Set-In Sleeve and Convertible Collar and Trouser Pants	C	0	0	0.000	Reject Ho	Significant
	NC	13	4			
Sewing Construction Of A- Line Skirt	C	0	0	0.25	Accept Ho	Not Significant
	NC	3	14			

It implies a significant difference between the pre-test and post-test performance of the students as to the four (4) competencies. For the Pre-test, "Locating the Body Points" with a p-value of 0.001 and has 1 FCR for Competent, 1 for Not Yet Competent; the Post-test has 11 FCR for Competent and 5 for Not Yet Competent with a remarked of "Significant". Taking the Body Measurements for Post-test, 10 got Competent and 7 for Not Yet Competent with a p-value of 0.002 with a remarked of Significant. Using Tools in Pattern Drafting in Post- test, 10 for Competent and 7 for Not Yet Competent with a p-value of 0.002 with a remarked of Significant. For Pattern Drafting and Lay-Outing on Simple Blouse with Set-In Sleeve and Convertible Collar and Trouser Pants has 13 for

Competent and 4 for Not Yet Competent in their Post-test with a p-value of 0.000 with a remarked of Significant.

Overall, the hypothesis of the competencies mentioned above were Rejected or Significant. Based on the pre-test results, the respondents had difficulty performing the five (5) basic and core competencies; hence, they could learn, comprehend, and perform the post-test using the recorded video lessons provided by the researcher. As a result, the students could follow the procedure and perform the tasks successfully. The last core competency," Sewing Construction Of A-Line Skirt," has 3 FCR for Competent and 14 for Not Yet Competent based on the Post-test performance of the students with a p-value of 0.25 and the hypothesis was accepted with a remark, "Not Significant." The competency, as mentioned earlier, was late introduced to the respondents, as well as encountered difficulties in attaching the zipper. Furthermore, because the students only had a limited amount of time to finish the activity in this competency, they were not prepared or grasped the breadth and concept of Sewing Construction Of A-Line Skirt. However, they have excellent output to enhance and develop over time by repeatedly watching the recorded video lesson provided.

All direct instruction records and students with learning disabilities can view the videos as often as needed to understand the topic. The favorable perception of the video lessons is linked to feelings of improved motivation, engagement, more significant learning, and successful learning. Furthermore, the teacher can purposefully organize class activities to fit various student achievement levels. In other words, the teacher can implement video lesson activities. Although the students had limited time to complete the final task, they displayed and wore their work. As a result, only a few students performed well and produced good results. It allows students to study with the same curriculum, key ideas, and abilities but at varying levels of aptitude and complexity. Students were no longer required to copy down notes in the classroom frantically. Instead, students can pause and replay lectures to ensure they understand the key ideas (Bergmann & Sams, 2012).

Conclusion

The findings concluded that students' learning experiences using video-based learning activities construed a change of behavior. It showed that in a performance-based subject, specifically, TLE-Garment

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Construction, the intervention of the Recorded Video Lessons (RVL) helped the students understand the concept of the lessons in detail. However, in this new era of education, Online Learning and Recorded Video Lessons (RVL) have aided teachers in imparting in-depth knowledge to students while also assisting them in improving their mastery of learning. This becomes a picture of shared responsibility.

The findings and conclusions of the study recommended that TLE-Garment Construction teachers use Recorded Video Lessons (RVL) as video-based learning activities for their students. As a result, students' retention and performance skills would improve as they can watch the recorded video lessons over time at their own pace. In addition, a performance-based curriculum can also help students develop their mastery skills in learning.

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