

Integrating Rondalla Music in Physical Education Classes to Filipino Cultural Heritage and Preserving Filipino Tradition

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Abstract — In response to the continuous changes to improve education, this study investigated the perception of students at Pedro Guevara Memorial National High School S.Y. 2025-2026 on the influence of Rondalla music in enhancing Physical Education classes. Specifically, this study focused on the integration and its nature as perceived by the Grade 8 students to determine the significant relationships and a supplementary instructional package proposed and be developed to support student's learning outcome.

The study utilized a descriptive correlational research method design and purposive sampling to explore the level of students on integrating rondalla music to PE classes and significant relationship. The data was collected using surveys and analyzed through statistical techniques using mean, standard deviation, and Pearson correlation.

The findings revealed that all the components of integration of rondalla music in PE classes in "high" verbal interpretation and increased overall mean of integrating traditional music into non-music subjects like PE interdisciplinary learning benefits verbally interpreted as "very high" as well as rondalla music in PE to Filipino cultural heritage and the integration of rondalla in PE classes is being used to preserve Filipino tradition are all interpreted as "very high" verbal interpretation with significant and positive relationship to the interdisciplinary learning approach on the integration of rondalla music to enhance a non-music subject like PE. It also shows that the integration has significant and positive influence in preserving Filipino tradition and eventually promote the national and cultural identity. Therefore, all the hypotheses were rejected.

This research signified the importance of incorporating interdisciplinary learning approach in the modern education system the gathered data may be used to various projects like localized teacher instructional plan, material, and cultural heritage projects. Future researchers may consider the impact of music integration on learning outcome and cultural preservation.

Keywords — Rondalla music, integration, Filipino cultural heritage and traditions, interdisciplinary learning.

I. INTRODUCTION

Education faces the challenge of balancing the modernization with its cultural preservation. The fast rise of changing technology and the impact of social and global media changed how students learn about knowledge, skills, and values, frequently taking their focus away from our traditions. Integration of different subjects is the current trend in all facets of educational curriculum. Kreijkes & Greatorex (2024). With this, it is necessary to conduct studies to holistically investigate the impacts and perceptions of teachers

and learners regarding the integration of subjects or courses in our educational systems.

The latest trends in modern education show that there are increasing aspiration to acquire interdisciplinary knowledge, which among other things, relies on integrated and synthetic approaches which proves that education is adopting the social implication of digital age Appiah et. al., (2023)

In addition, modern society strives to integrate knowledge by using the interdisciplinary relations which should allow for a worldview that focuses both on integrity and ambiguity. Such education stimulates the growth of creative potential in students. The role of integrated learning in these processes is very important, because its successful implementation will be more feasible if the course materials are freed from excessive subject differentiation, and if integration of knowledge is embraced. Educators are increasingly recognizing that students learn more deeply when the learning involves body movement, cultural relevance, and multimodal forms of expression (Del Barrio & Arus, 2024) that musical learning is not only auditory but also physical movement, activities and rhythm are integral to how individuals internalize and responds to music.

The significance of this approach is further proven by Mc Phail (2020) when mentioned that building connections between several academic courses or creating an interdisciplinary curriculum promote curricular coherence and make learning more holistic.

Therefore, integration is an innovative teaching approach that interconnect two or more different subjects to provide an adequate response to modern age. Consequently, modern types of learning should be provided and integrated learning is one among these. With the integrated connections of similar learning topics from the Music Education and Physical Education (PE) subjects, many learning objectives can be achieved. The precedented research show the importance of integration to teaching and learning process. This significance is highlighted when Department of Education (DepEd) incorporated integration and required the teachers to teach by following these memorandums:

DepEd Order No. 32, s. 2017 highlights that this policy to incorporate the gender sensitivity and equality into education. The foundation for gender principles into practice is this important policy document on gender-responsive basic education. DepEd Order 12, s. The goal of 2025 is to

combine different nutrition and health initiatives into a single "Oplan Kalusugan sa DepEd" (OK sa DepEd). Regional Memorandum No. 1289, s. 2024 from DepEd NCR discusses the strategic integration of Artificial Intelligence (AI) into education, aligning with DepEd's commitment to preparing students for the digital future.

Aside from these, the department is encouraging teachers to have subject integrations in lesson planning as it will be graded for Classroom Observation under RPMS indicator 1: Applied Knowledge of content within and across curriculum teaching areas. Recognizing the importance of integration in teaching and learning, the researcher aims to explore and investigate the views and perception on the integration of Music and Physical Education specifically the influence of rondalla music during folk dance activities.

II. METHODOLOGY

Descriptive correlational research design was used in this study to determine to explore the perceptions of the students on integrating rondalla music to PE classes specifically in folkdance activities then eventually based on the research finding, proposed and can develop a supplementary instructional package that could be used as teaching tool.

According to Slater (2024), the descriptive correlational non-experimental quantitative design aims to describe the characteristics, behaviours or conditions of variables or specific populations or intervention from the researcher, and when correlational, to measure the strength and direction of relationships between variables without manipulating them.

III. RESULT AND DISCUSSION

TABLE I. Level of the Integration of Rondalla Music in PE Classes in terms of Rhythm Skills

STATEMENTS As a student, I can...	MEAN	SD	REMARKS
...integrate rondalla music in PE activities to improve my sense of timing.	3.99	0.80	Agree
...follow and recognizes rhythmic patterns through rondalla music.	4.04	0.80	Agree
...find rhythm-based activities with rondalla music are more enjoyable and fun.	4.34	0.83	Strongly Agree
...easily move in sync with the rhythm/beat of the music during PE activities.	4.11	0.81	Agree
...can be more confident with my rhythmic movement due to the accompaniment of rondalla music	3.91	0.85	Agree
Weighted Mean	4.08		
SD	0.83		
Verbal Interpretation	High		

Table 1 shows the level of the integration of rondalla music in PE classes in terms of rhythm skills. The students agreed that the use of Rondalla music in PE activities enhances their sense of timing, helps them recognize and follow rhythmic patterns, makes rhythm-based activities more enjoyable, enables them to move in sync with the beat, and increases their confidence in performing rhythmic movements. The high (M=4.34, SD=0.83) suggest a high level on rhythm-based activities with rondalla music. Also, students agree that

they can integrate rondalla music in PE activities to improve the sense of timing, can be more confident with my rhythmic movement due to the accompaniment of rondalla music While the mean is slightly lower (M=3.91, SD=0.85) it still indicates a positive perception to confidence with rhythmic movement.

These results reflect a high level in the effectiveness of the integration, this is evident in the garnered weighted mean of 4.08 and standard deviation of 0.83, falling in the high verbal interpretation. The result indicates that students generally perceive Rondalla music as a valuable tool for improving timing accuracy, rhythmic pattern recognition, and beat-synchronized movements in PE contexts.

The findings affirm that in the perception of the participants, Rondalla music integration in PE classes is highly effective for developing students' rhythm skills, as it supports better timing, rhythmic awareness, and coordinated movement, while fostering active engagement during PE activities that resonate with culturally responsive pedagogy models.

TABLE II. Level of the Integration of Rondalla Music in PE Classes in terms of Coordination Skills

STATEMENTS As a student, I can...	MEAN	SD	REMARKS
...improve my physical coordination in PE activities through rondalla music.	4.13	0.79	Agree
...enjoy performing movements that are synchronized with rondalla music.	4.21	0.81	Strongly Agree
...experience excitement and challenge in PE coordination exercises through rondalla music.	4.39	0.76	Strongly Agree
...develop better coordination and rhythm through rondalla music.	4.12	0.83	Agree
...be more confident with my physical coordination due to the accompaniment of rondalla music.	3.91	0.82	Agree
Weighted Mean	4.15		
SD	0.82		
Verbal Interpretation	High		

Table 2 shows that the learner strongly agreed on the integration of rondalla music in PE classes in terms of coordination skills. Rondalla music improves their physical coordination, adds excitement and challenge to PE coordination exercises (M=4.39, SD=0.76) then eventually help them develop better coordination and rhythm. Aside from these, synchronized movement and it boosts their confidence (M=4.21, 0.81) although the mean is slightly lower (M=3.91) confident they can enjoy with my physical coordination due to the accompaniment of rondalla music.

As can be seen in the table, the results attained a weighted mean of 4.15 along in high verbal interpretation and a standard deviation of 0.82 suggest that the response are relatively consistent, indicating the integration of rondalla music in PE classes in terms of coordination skills.

Table 3 show the learners are strongly agreed on the integration of rondalla music in terms of enjoyment and engagement. The students expressed their strong agreement that rondalla makes PE classes more fun and enjoyable (M=4.46, SD=0.74) encourage them to complete the activities

with more effort and it helps them focus and they tend to look to PE classes when music is integrated in addition it also motivates them to participate actively (M=4.35, SD=0.82). Having the weighted mean of 4.41 with very high interpretation and standard deviation of 0.76, it shows that the students find PE classes integrated with music more engaging and enjoyable.

TABLE III. Level of the Integration of Rondalla Music in PE Classes in terms of Enjoyment and Engagement

STATEMENTS As a student, I can...	MEAN	SD	REMARKS
...enjoy PE Classes more when rondalla music is played.	4.46	0.74	Strongly Agree
...look forward to PE classes when music is included.	4.39	0.79	Strongly Agree
...motivated to participate actively in PE activities through music.	4.35	0.82	Strongly Agree
...feel more focused and energetic when music is played during PE.	4.44	0.74	Strongly Agree
...put more effort into competing activities when music is played.	4.41	0.72	Strongly Agree
Weighted Mean	4.41		
SD	0.76		
Verbal Interpretation	Very High		

TABLE IV. Level of the Integration of Rondalla Music in PE Classes in terms of Focus and Concentration

STATEMENT As a student, I can...	MEAN	SD	REMARKS
...concentrate better during PE activities when rondalla music is played.	4.39	0.70	Strongly Agree
...stay focused on the task because music reduces distractions.	4.15	0.80	Agree
...follow instructions more easily when music is played.	3.92	0.92	Agree
...maintain a steady pace and rhythm during exercises with music.	4.39	0.71	Strongly Agree
feel less mentally tired when music is integrated into PE activities.	4.35	0.78	Agree
Weighted Mean	4.24		
SD	0.81		
Verbal Interpretation	Very High		

Table 4 illustrates the level of the integration of rondalla music in terms of focus and concentration. The students strongly agree that music helps them concentrate better during PE activities, (M=4.39, SD=0.70) maintain a steady pace and rhythm during exercises with music with the (M=4.39, SD=0.71) and reduces distractions and keep them focused on the task, make them feel less tired follow instruction easily while the mean is slightly lower (M=3.92).

Achieving the weighted mean of 4.24 along with the very high verbal interpretation with standard deviation of 0.81, suggests that the response are relatively consistent on the level of integration of rondalla music in terms of focus and concentration.

Table 5 features the level of rondalla music integration in PE classes in terms of confidence in performance. The learners strongly agreed that music makes them more confident in performing PE activities, with the (M=4.25, 0.81) and reduces nervousness, encourages to try new routine and improve over-all self-assurance during PE classes. In addition,

(M=3.82, SD=0.95) illustrates that they are comfortable performing in front of others when music is played. This category attained 4.05 as weighted mean with a high verbal interpretation with 0.89 as standard deviation. Reveals that the integration of rondalla music in PE classes that they are more confident when performing PE activities with music.

TABLE V. Level of MAPEH Teachers' Workload in terms of Support Functions

STATEMENT As a student, I can...	MEAN	SD	REMARKS
...feel more confident when performing PE activities with music.	4.25	0.81	Strongly Agree
...reduce my nervousness during physical performance through music.	4.09	0.88	Agree
...feel more comfortable performing in front of others when music is played.	3.82	0.95	Agree
...try new movements or routines confidently with encouragement of music.	4.09	0.86	Agree
...improve my overall self-assurance during PE classes through music.	4.00	0.91	Agree
Weighted Mean	4.05		
SD	0.89		
Verbal Interpretation	High		

Table 6 below shows the level of integrating traditional music into non music subject like PE in terms of interdisciplinary learning benefits. Students strongly agreed that combining Rondalla music enhances their appreciation of Filipino heritage while studying other subjects with the (M=4.47, SD=0.74) and with PE makes learning more engaging and interesting (M=4.40, SD=0.75). This highlights the role of Rondalla music in strengthening cultural appreciation, while students also agreed that it promotes creativity and critical thinking. that it helps them connect concepts across different subjects with a slightly (M=3.85, SD=0.86).

TABLE VI. Level of Integrating Traditional Music into Non-music Subjects like PE in terms of Interdisciplinary Learning Benefits

STATEMENT As a student, I can...	MEAN	SD	REMARKS
...find the integration or combination of rondalla music and Physical Education activities is relevant and modern education makes the learning more engaging and enjoyable.	4.40	0.75	Strongly Agree
...find lessons more interesting and engaging through the integration of rondalla music.	4.28	0.78	Strongly Agree
...connect ideas between different subjects through the use of rondalla music.	3.85	0.86	Agree
...improve my appreciation of Filipino heritage while learning other subjects through rondalla music.	4.47	0.74	Strongly Agree
...develop creativity and critical thinking in non-music subjects through rondalla music.	4.09	0.82	Agree
Weighted Mean	4.22		
SD	0.82		
Verbal Interpretation	Very High		

These results reflect a very high verbal interpretation of traditional music into non music subject as reflected by the weighted mean of 4.22 standard deviation of 0.82. in a consistent level of integrating traditional music into non music subject like PE in terms of interdisciplinary learning benefits.

TABLE VII. Level of Integrating Traditional Music into Non-music Subjects like PE in terms of Comfort of Discomfort with this Approach

STATEMENT <i>As a student, I can...</i>	MEAN	SD	REMARKS
...feel more comfortable when Rondalla music is used in non-music subjects	3.91	0.86	Agree
...engage in activities with rondalla music without feeling pressured or anxious.	4.07	0.81	Agree
...participate confidently in activities that involve Rondalla music (e.g., listening, rhythm tasks).	3.94	0.85	Agree
...be open to learning with music integrated into lectures or activities.	4.36	0.76	Strongly Agree
...feel comfortable engaging with Filipino cultural music in academic lessons.	4.27	0.79	Strongly Agree
Weighted Mean	4.11		
SD	0.83		
Verbal Interpretation	High		

Garnering the weighted mean of 4.11 along with the high verbal interpretation with standard deviation of 0.83. suggests that learners are comfortable with this approach.

TABLE VIII. Level of Integrating Traditional Music into Non-music Subjects like PE in terms of Relevance to Modern Education

STATEMENT <i>As a student, I can...</i>	MEAN	SD	REMARKS
...recognize rondalla music integration as a valuable tool for interdisciplinary learning	4.20	0.78	Agree
...find lessons more engaging and meaningful through the use of rondalla music	4.27	0.77	Strongly Agree
...develop creativity and critical thinking through rondalla music in today's classroom.	4.15	0.84	Agree
...develop 21st-century skills (e.g., collaboration, cultural awareness) through rondalla music	4.26	0.78	Strongly Agree
...see that Rondalla music can be adapted to modern teaching strategies effectively.	4.30	0.80	Strongly Agree
Weighted Mean	4.24		
SD	0.79		
Verbal Interpretation	Very High		

Table 8 demonstrates the integration of traditional music into non-music subjects like PE in terms of relevance to modern education. The students completely strongly agreed that integration of rondalla music is a valuable tool for interdisciplinary learning, , it can be adapted to modern teaching strategies with the (M=4.30, SD=0.80) since the integration supports 21st century skills (M=4.26, SD=0.78) in addition, slightly lower (M=4.15, SD=0.84) that promotes creativity and critical learning by making lessons more engaging and meaningful still positive response for the relevance in the modern education.

Obtaining the weighted mean of 4.24, with a very high verbal interpretation with standard deviation of 0.79, this category achieved a relatively consistent result in the integration of traditional music into non-PE subject in relevance to modern education.

Table 9 below shows features the level of integration of traditional music into non-music subjects like PE in terms of creativity and innovation. The respondents agreed that integration of rondalla music makes them think creatively connect traditional culture with modern concepts through rondalla music with the high (M=4.32, SD=0.76) and inspires them and promotes innovative ways in presenting and problem-solving class.

While the mean is slightly lower (M=3.92, SD=0.94) it still indicates a positive perception of the integration of traditional music into non-music subject in creativity and innovation.

TABLE IX. Level of Integrating Traditional Music into Non-music subjects like PE in terms of Creativity and Innovation

STATEMENT <i>As a student, I can...</i>	MEAN	SD	REMARKS
...think creatively in class activities through the integration of rondalla music.	4.14	0.84	Agree
...be inspired to generate new ideas and approaches to learning through rondalla music.	4.17	0.79	Agree
...creatively connect traditional culture with modern concepts through rondalla music.	4.32	0.76	Strongly Agree
...explore innovative ways of presenting lessons or projects using rondalla music.	4.17	0.74	Agree
...use rondalla music as a tool for creative problem-solving in class.	3.92	0.94	Agree
Weighted Mean	4.14		
SD	0.82		
Verbal Interpretation	Very High		

The overall mean of 4.14 along with the high verbal interpretation and 0.82 as standard deviation, this category suggests that the responses are relatively consistent, indicating a consensus among students regarding creatively connect traditional culture.

Table 10 showcases the level of integration of Rondalla Music in PE to Filipino cultural heritage in terms of cultural identity. The students strongly agreed that integration of rondalla music in PE activities makes them makes them aware the importance of transmitting it to the next generation with the high (M=4.51, SD=0.69) and appreciate the Filipino culture with a (M=4.43, SD=0.72), promotes cultural appreciation, fosters deeper connection to cultural identity and eventually preserves Filipino identity. Although mean is slightly lower (M=4.28, SD=0.80). it still indicates a consistent strengthening the importance of rondalla music in the Philippine culture.

Acquiring the weighted mean of 4.41 along with the very high verbal interpretation with standard deviation of 0.75. Indicate a consistently high level of integration of Rondalla

Music in PE to Filipino cultural heritage in terms of cultural identity.

TABLE X. Level of Integration on the Rondalla Music in PE to Filipino Cultural Heritage in terms of Cultural Identity

STATEMENT As a student, I can...	MEAN	SD	REMARKS
...appreciate the Filipino culture though the integration of rondalla music in PE activities.	4.43	0.72	Strongly Agree
...recognize the importance of rondalla music in the Philippine culture and transmitting it to the next generation.	4.51	0.69	Strongly Agree
...develop cultural appreciation and deep emotional connection through rondalla music integrated with PE activities.	4.34	0.75	Strongly Agree
... fosters a deeper connection to my cultural identity using rondalla music.	4.28	0.80	Strongly Agree
...recognize rondalla music as an important part of preserving Filipino identity in modern education.	4.47	0.75	Strongly Agree
Weighted Mean SD Verbal Interpretation	4.41 0.75 Very High		

TABLE XI. Level of Rondalla Music in PE to Filipino Cultural Heritage in terms of Emotional Connection

STATEMENT As a student, I can...	MEAN	SD	REMARKS
...feel emotionally connected to Filipino culture through rondalla music in PE.	4.26	0.81	Strongly Agree
...experience positive emotions during physical activities through rondalla music.	4.23	0.74	Strongly Agree
...be reminded of Filipino traditions and values when listening to rondalla music during PE.	4.28	0.77	Strongly Agree
...experience warm and culturally rich atmosphere in PE classes through rondalla music.	4.30	0.81	Strongly Agree
...appreciate the emotional depth of Filipino heritage with the use of rondalla music.	4.40	0.76	Strongly Agree
Weighted Mean SD Verbal Interpretation	4.29 0.78 Very High		

Table 11 shows the level of Rondalla music in PE to Filipino cultural heritage in terms of emotional connection. Students strongly agreed that Rondalla music during PE activities this highlights the role of Rondalla music in deepening students' emotional appreciation of their culture with high (M=4.40, SD=0.76) that creates a culturally rich and engaging atmosphere. also evokes positive emotions, reminds them of Filipino traditions and values although with a slightly lower mean (M=4.23, SD=0.74) it indicates a consistency high level of Filipino cultural heritage in PE in terms of emotional connection.

The overall mean of 4.29, with a very high verbal interpretation standard deviation of 0.78 reveals that there is

always a positive outcome when the practices of the students connect to Filipino culture through rondalla music.

TABLE XII. Level of Rondalla Music in PE to Filipino Cultural heritage in terms of Cultural Pride

STATEMENT As a student, I can...	MEAN	SD	REMARKS
...feel a sense of pride when participating in PE activities with Rondalla music.	4.16	0.84	Agree
...strengthens my pride in Filipino traditions and heritage with the use of Rondalla music.	4.21	0.75	Strongly Agree
...integrate Rondalla music in PE to promote respect and admiration for Filipino culture.	4.39	0.74	Strongly Agree
...feel proud of being Filipino when rondalla music is used in PE.	4.37	0.78	Strongly Agree
...recognize rondalla music as an important part of preserving Filipino identity in modern education.	4.47	0.73	Strongly Agree
Weighted Mean SD Verbal Interpretation	4.32 0.78 Very High		

Table 12 expounds the level of rondalla music in PE to Filipino cultural heritage in terms of cultural pride. The students strongly agreed that they can recognize rondalla music as an important part of preserving Filipino identity in modern education with the high (M=4.47, SD=0.73) strengthens pride on Filipino tradition and feel sense of pride when participating PE activities with rondalla music while a slightly lower mean (M=4.16, SD=0.84) it still reveals a consistent positive outcome from the students.

This category obtained 4.32 as weighted mean along with very high verbal interpretation with standard deviation of 0.78 that means the learner feels a sense of pride when participating in PE activities with Rondalla music.

TABLE XIII. Level of Rondalla Music in PE to Filipino Cultural Heritage in terms of Appreciation of Tradition

STATEMENT As a student, I can...	MEAN	SD	REMARKS
...appreciate Filipino traditional culture when rondalla music is used in PE.	4.54	0.70	Strongly Agree
...become more aware of traditional Filipino practices through activities that include rondalla music.	4.35	0.73	Strongly Agree
...develop respect for Filipino traditions using rondalla music in modern education.	4.41	0.71	Strongly Agree
...recognize rondalla music as an effective way to preserve Filipino cultural traditions.	4.41	0.75	Strongly Agree
...feel motivated to learn more about Filipino traditions when Rondalla music is used in PE.	4.31	0.78	Strongly Agree
Weighted Mean SD Verbal Interpretation	4.40 0.74 Very High		

Table 13 presents the level of Rondalla Music in PE to Filipino cultural heritage in terms of appreciation of tradition.

The students strongly agreed that rondalla music helps them be aware and appreciate Filipino traditional culture and practices, the high ($M=4.54$, $SD=0.70$) and preserve it for the next generation. Also encourages them to respect and be motivated to learner more about it. While the ($M=4.35$, 0.73) is slightly lower. It still indicates a positive level of Rondalla Music in PE to Filipino cultural heritage in terms of appreciation of tradition.

The gained the weighted mean of 4.40 and a standard deviation of 0.74 having the verbal interpretation of very high.

TABLE XIV Level of Rondalla Music in PE to Filipino Cultural Heritage in terms of Transmission of Heritage

STATEMENT As a student, I can...	MEAN	SD	REMARKS
...help to preserve Filipino cultural heritage for future generations through rondalla music in PE.	4.51	0.68	Strongly Agree
...recognize rondalla music is an effective way to transmit Filipino traditions in schools.	4.35	0.73	Strongly Agree
...strengthen the continuity of Filipino heritage through the integration of rondalla music.	4.35	0.75	Strongly Agree
...value and share Filipino culture through activities that involve rondalla music.	4.42	0.75	Strongly Agree
...feel motivated to pass on Filipino traditions after experiencing Rondalla music in PE.	4.13	0.82	Strongly Agree
Weighted Mean SD Verbal Interpretation		4.35 0.76	Very High

Table 14 illustrates the level of Rondalla Music in PE to Filipino cultural heritage in terms of transmission of heritage. The participants of the study strongly agreed that Rondalla music in PE helps preserve Filipino cultural heritage for future generations, ($M=4.51$, $SD=0.68$) it is also an effective way to transmit Filipino traditions in schools, strengthens the continuity of Filipino heritage, encourages students to value and share Filipino culture and be motivated to pass on Filipino traditions after experiencing Rondalla music in PE. ($M=4.14$, $SD=0.82$). Although slightly lower, it presents a consistently positive continuity of Filipino heritage through the integration of rondalla music.

The table garnered 4.35 as weighted mean with standard deviation of 0.76 with verbal interpretation of very high integration.

Table 15 shows the Level of Rondalla music in PE Classes in preserving Filipino tradition in terms of education's role on cultural preservation.

The students strongly agreed that PE curriculum includes clear goals for learning Filipino culture through Rondalla music, teachers explain the cultural context and significance of Rondalla before activities and its link to cultural preservation objectives. ($M=4.36$, $SD=0.74$) It also shows how Rondalla reflects Filipino history, values, and community life by capturing cultural learning not just physical skills ($M=4.24$, $SD=0.76$), although slightly lower its shows a consistent positive response to understand the cultural context and significance of Rondalla.

TABLE XV. Level of Rondalla Music in PE Classes in Preserving Filipino Tradition in terms of Education's Role on Cultural Preservation

STATEMENT As a student, I can...	MEAN	SD	REMARKS
...understand the PE curriculum clear goals for learning Filipino culture through Rondalla music.	4.24	0.76	Strongly Agree
...see how rondalla activities in PE are explicitly linked to cultural preservation objectives.	4.24	0.77	Strongly Agree
...understand the cultural context and significance of Rondalla when the teacher explain it before activities.	4.27	0.82	Strongly Agree
...recognize how lessons show rondalla reflects Filipino history, values, and community life.	4.31	0.78	Strongly Agree
...demonstrate cultural learning through assessments such as reflection, performances, projects, not just physical skills.	4.36	0.74	Strongly Agree
Weighted Mean SD Verbal Interpretation		4.28 0.77	Very High

Acquiring the weighted mean of 4.28 with standard deviation of 0.77, this category achieved the verbal interpretation of very high.

Table 16 below shows demonstrates level of rondalla music in PE classes in preserving Filipino tradition in terms of sense of responsibility to maintain traditions. Participants strongly agreed that rondalla music in PE makes them feel responsible for preserving Filipino traditions, with high ($M=4.33$, $SD=0.80$) and maintain Filipino cultural heritage, strengthens their commitment to cultural preservation and be accountable for cultural transmission, while ($M=4.26$, $SD=0.78$) on the duties as a student to maintain Filipino cultural heritage.

Garnering 4.30 weighted mean with standard deviation of 0.77, this category achieved the verbal interpretation of very high.

TABLE XVI Level of Rondalla Music in PE Classes in Preserving Filipino tradition in terms of Sense of Responsibility to Maintain Traditions

STATEMENT As a student, I can...	MEAN	SD	REMARKS
...feel responsible for preserving Filipino traditions through the use of rondalla music in PE.	4.33	0.80	Strongly Agree
...recognize it as my duty as a student to help maintain Filipino cultural heritage.	4.26	0.78	Strongly Agree
...share Filipino traditions with other through activities that involve rondalla music.	4.32	0.76	Strongly Agree
...feel accountable for passing Filipino traditions to future generations.	4.28	0.76	Strongly Agree
...strengthen my commitment to cultural preservation through the integration of rondalla music in PE.	4.32	0.77	Strongly Agree
Weighted Mean SD Verbal Interpretation		4.30 0.77	Very High

TABLE XVII. Level of Rondalla music in PE Classes in Preserving Filipino Tradition in terms of Effectiveness of Music Integration for Culture

STATEMENT As a student, I can...	MEAN	SD	REMARKS
...recognize that rondalla music in PE effectively promotes Filipino cultural heritage.	4.53	0.67	Strongly Agree
...understand the cultural significance of Filipino heritage through rondalla music.	4.41	0.69	Strongly Agree
...connect physical education with cultural learning through activities that involves rondalla music.	4.35	0.75	Strongly Agree
...see that rondalla music is an effective tool for teaching cultural values in PE classes.	4.30	0.78	Strongly Agree
...contribute to sustaining Filipino traditions through the integration of rondalla music in modern education.	4.38	0.75	Strongly Agree
Weighted Mean SD Verbal Interpretation	4.39 0.73		Very High

Table 17 shows the level of rondalla music in PE classes in preserving Filipino tradition in terms of effectiveness of music integration for culture. The students strongly agreed that rondalla music in PE effectively promotes Filipino cultural heritage, (M=4.53, SD=0.67) and understand the cultural significance of Filipino heritage, successfully connect physical education with cultural learning, contributes to sustaining Filipino tradition in modern education while (M=4.30, SD=0.78) serves as effective tool for teaching cultural values.

With 4.39 as weighted mean and standard deviation of 0.73. This table attained the verbal interpretation of very high.

TABLE XVIII. Level of Rondalla Music in PE Classes in Preserving Filipino tradition in terms of Continuity of Cultural Practices

STATEMENT As a student, I can...	MEAN	SD	REMARKS
...help preserve Filipino cultural practices for future generations through rondalla music in PE.	4.45	0.74	Strongly Agree
...promote continuity of Filipino traditions in schools by integrating rondalla music in PE.	4.36	0.74	Strongly Agree
...value and maintain cultural practices through rondalla music is involve in the different activities.	4.35	0.73	Strongly Agree
...recognize that the rondalla music effective way to sustain Filipino heritage in modern education.	4.36	0.77	Strongly Agree
...be motivated to participate in cultural activities beyond school with the use of rondalla music.	4.25	0.85	Strongly Agree
Weighted Mean SD Verbal Interpretation	4.35 0.77		Very High

Table 18 features the level of rondalla music in PE classes in preserving Filipino tradition in terms of continuity of

cultural practices. The students strongly agreed that rondalla music in PE helps to preserve Filipino cultural practices for future generations (M=4.45, SD=0.74), and promotes continuity of Filipino tradition, encourage students to value and maintain cultural practices, sustain Filipino heritage in modern education and while slightly lower (M=4.25, SD=0.85) that motivate the students to participate in cultural activities beyond school still it has a positive perception that promote continuity of Filipino traditions in schools by integrating rondalla music in PE.

Obtaining the weighted mean of 4.35 with standard deviation of 0.77, this category achieved the verbal interpretation of very high.

Table 19 below illustrates the level of rondalla music in PE classes in preserving Filipino tradition in terms of promotion of national identity. The participants strongly agreed that rondalla music in PE helps them recognize the importance of Filipino national identity with high (M=4.49, SD=0.72), it strengthens the students' sense of belonging, it also encourages the students to appreciate the uniqueness of Filipino identity, contributes in preserving and while (M=4.36, SD=0.78) in promoting national identity in modern education through music and arts.

TABLE XIX. Level of Rondalla Music in PE Classes in Preserving Filipino Tradition in terms of Promotion of National Identity

STATEMENT As a student, I can...	MEAN	SD	REMARKS
...recognize the importance of Filipino national identity when rondalla music is used in PE.	4.49	0.72	Strongly Agree
...understand that education has the responsibility to promote national identity and culture through music and arts.	4.36	0.78	Strongly Agree
...strengthen my sense of belonging to the Filipino nation when rondalla music is incorporated.	4.45	0.79	Strongly Agree
...appreciate the uniqueness of Filipino identity compared to other cultures when rondalla music is included.	4.37	0.73	Strongly Agree
...contribute to preserving and promoting national identity in modern education with the integration of rondalla music in PE.	4.42	0.75	Strongly Agree
Weighted Mean SD Verbal Interpretation	4.42 0.75		Very High

The weighted mean of 4.42 and 0.75 standard deviation indicates that a consistent high level of rondalla music in PE classes in preserving Filipino tradition in terms of promotion of national identity. The verbal interpretation Very High reinforces the positive response in this category.

Table 20 shows a significant and positive relationship between the integration of Rondalla music in PE classes and Filipino cultural heritage as perceived by students.

All components of Rondalla integration rhythm skills, coordination skills, enjoyment and engagement, focus and concentration, and confidence in performance are significantly

correlated with cultural identity ($r=.515, p=.001, n=211$), emotional connection ($r=.639, p=.001, n=211$), cultural pride ($r=.612, p=.001, n=211$), appreciation of tradition ($r=.581, p=.001, n=211$), and transmission of heritage ($r=.606, p=.001, n=211$), the ($p < .001$). Therefore, the null hypothesis stating that “There is no significant and positive relationship between the integration of Rondalla music in PE classes and Filipino cultural heritage as perceived by students.” Is rejected.

Among the variables, coordination skills demonstrate the strongest correlations with all dimensions of cultural heritage, indicating that coordinated musical physical activities strongly reinforce students’ cultural awareness and identity. Rhythm skills and enjoyment and engagement also show moderate to strong correlations, indicating that active and enjoyable participation in Rondalla-based PE activities enhances students’ emotional connection and appreciation of Filipino

traditions. Meanwhile, focus and concentration and confidence in performance exhibit moderate positive relationships, indicating supportive roles in strengthening cultural pride and heritage transmission.

The findings confirm a statistically significant and positive relationship between the integration of Rondalla music in PE classes and Filipino cultural heritage among JHS students. This implies that incorporating Rondalla music into PE not only enhances physical and musical competencies but also serves as an effective pedagogical approach in strengthening students’ cultural identity, emotional connection, and appreciation of Filipino heritage.

Table 21 below presents the significant relationships between the integration of Rondalla music in Physical Education (PE) classes and the preservation of Filipino tradition.

TABLE XX. Significant Relationship Between the Integration of Rondalla Music in PE Classes to Filipino Cultural heritage

Integration of Rondalla music in PE classes		Filipino cultural heritage				
		Cultural identity	Emotional connection	Cultural pride	Appreciation of tradition	Transmission of heritage
Rhythm skills	Pearson Correlation	.515**	.639**	.612**	.581**	.606**
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001	<0.001
	N	211	211	211	211	211
Coordination skills	Pearson Correlation	.635**	.688**	.672**	.680**	.687**
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001	<0.001
	N	211	211	211	211	211
Enjoyment and engagement	Pearson Correlation	.632**	.646**	.624**	.660**	.607**
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001	<0.001
	N	211	211	211	211	211
Focus and concentration	Pearson Correlation	.409**	.425**	.420**	.458**	.416**
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001	<0.001
	N	211	211	211	211	211
Confidence in performance	Pearson Correlation	.456**	.564**	.537**	.542**	.531**
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001	<0.001
	N	211	211	211	211	211

Table XXI. Significant Relationship Between the Integration of Rondalla Music in PE Classes and Preserving Filipino Tradition.

Integration of Rondalla music in PE classes		Preserving Filipino tradition				
		Education’s role on cultural preservation	Sense of responsibility to maintain traditions	Effectiveness of music integration for culture	Continuity of cultural practices	Promotion of national identity
Rhythm skills	Pearson Correlation	.614**	.533**	.562**	.596**	.625**
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001	<0.001
	N	211	211	211	211	211
Coordination skills	Pearson Correlation	.665**	.626**	.629**	.638**	.670**
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001	<0.001
	N	211	211	211	211	211
Enjoyment and engagement	Pearson Correlation	.612**	.596**	.622**	.636**	.582**
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001	<0.001
	N	211	211	211	211	211
Focus and concentration	Pearson Correlation	.483**	.398**	.480**	.432**	.410**
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001	<0.001
	N	211	211	211	211	211
Confidence in performance	Pearson Correlation	.568**	.535**	.496**	.507**	.523**
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001	<0.001
	N	211	211	211	211	211

Results reveal that all dimensions of Rondalla music integration are positively and significantly correlated with the indicators of preserving Filipino tradition, Education’s role on cultural preservation ($r=.614$, $p=.001$, $n=211$), Sense of responsibility to maintain traditions ($r=.533$, $p=.001$, $n=211$), Effectiveness of music integration for culture ($r=.562$, $p=.001$, $n=211$), Continuity of cultural practices ($r=.596$, $p=.001$, $n=211$), Promotion of national identity ($r=.625$, $p=.001$, $n=211$), with all relationships reaching statistical significance ($p < .001$).

Therefore, the null hypothesis stating that “That there is no significant relationships between the integration of Rondalla music in Physical Education (PE) classes and the preservation of Filipino tradition as perceived by Junior High School students” is rejected.

Among the variables, coordination skills exhibit the strongest correlations, indicating that combined physical and musical coordination in Rondalla activities strongly supports

cultural preservation and national identity. Rhythm skills and enjoyment and engagement also show moderate to strong relationships, suggesting that active and enjoyable participation in Rondalla-integrated PE enhances students’ commitment to sustaining Filipino traditions.

Meanwhile, focus and concentration and confidence in performance demonstrate moderate but significant relationships, reflecting supportive roles in promoting cultural continuity. Taken together, the results emphasize that integrating Rondalla music into PE classes is not only effective in developing students’ physical and musical competencies but also serves as a meaningful educational strategy for preserving Filipino tradition. By fostering active participation, coordination, and enjoyment, Rondalla-integrated PE promotes cultural responsibility, continuity of practices, and a stronger sense of national identity among students.

TABLE XXII. Significant Relationship Between the Traditional Rondalla Music into Non-Music Subject to Filipino Cultural Heritage

Traditional rondalla music into non-music subject		Filipino cultural heritage				
		Cultural identity	Emotional connection	Cultural pride	Appreciation of tradition	Transmission of heritage
Interdisciplinary learning benefits	Pearson Correlation	.720**	.712**	.730**	.681**	.710**
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001	<0.001
	N	211	211	211	211	211
Comfort of discomfort with this approach	Pearson Correlation	.642**	.694**	.630**	.640**	.651**
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001	<0.001
	N	211	211	211	211	211
Relevance to modern education	Pearson Correlation	.762**	.768**	.770**	.760**	.780**
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001	<0.001
	N	211	211	211	211	211
Creativity and innovation	Pearson Correlation	.713**	.763**	.733**	.713**	.765**
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001	<0.001
	N	211	211	211	211	211

Table 22 shows a strong and significant positive relationship between the integration of traditional Rondalla music into non-music subjects and Filipino cultural heritage.

All dimensions of integration are strongly associated with cultural identity ($r=.720$, $p=.001$, $n=211$), emotional connection ($r=.712$, $p=.001$, $n=211$), cultural pride ($r=.730$, $p=.001$, $n=211$), appreciation of tradition ($r=.681$, $p=.001$, $n=211$), and transmission of heritage ($r=.710$, $p=.001$, $n=211$), the ($p < .001$). Therefore, the null hypothesis stating that “There is no significant positive relationship between the integration of traditional Rondalla music into non-music subjects and Filipino cultural heritage” is rejected.

Among the variables, relevance to modern education demonstrates the strongest correlations, indicating that viewing Rondalla as relevant to contemporary learning greatly strengthens students’ cultural identity and pride. Interdisciplinary learning benefits and creativity and innovation also show strong relationships, suggesting that integrating Rondalla across subjects enhances cultural appreciation and heritage transmission. Meanwhile, students’ comfort with this approach shows moderate to strong

correlations, reflecting positive acceptance that supports cultural connection.

The findings suggest that integrating traditional Rondalla music into non-music subjects is an effective interdisciplinary and culturally responsive approach. By making Rondalla relevant, creative, and embedded across the curriculum, schools can strengthen students’ cultural identity, pride, and emotional connection while supporting the transmission of Filipino cultural heritage in modern educational contexts.

Table 23 below shows a strong and significant positive relationship between the integration of the Traditional Rondalla Music into Non-Music Subject and Perceiving Filipino Tradition.

Results, reveal a strong and significant positive relationship between integrating traditional Rondalla music into non-music subjects and the preservation of Filipino tradition. Education’s role on cultural preservation ($r=.693$, $p=.001$, $n=211$), Sense of responsibility to maintain traditions ($r=.631$, $p=.001$, $n=211$), Effectiveness of music integration for culture ($r=.632$, $p=.001$, $n=211$), Continuity of cultural practices ($r=.670$, $p=.001$, $n=211$), Promotion of national identity ($r=.648$, $p=.001$, $n=211$), the ($p < .001$). Therefore, the null hypothesis stating

that “There is no significant positive relationship between integrating traditional Rondalla music into non-music subjects and the preservation of Filipino tradition.” Is rejected.

TABLE XXIII. Significant Relationship Between the Traditional Rondalla Music into Non-Music Subject and Perceiving Filipino Tradition

Traditional rondalla music into non-music subject		Preserving Filipino tradition				
		Education’s role on cultural preservation	Sense of responsibility to maintain traditions	Effectiveness of music integration for culture	Continuity of cultural practices	Promotion of national identity
Interdisciplinary learning benefits	Pearson Correlation	.693**	.631**	.632**	.670**	.648**
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001	<0.001
	N	211	211	211	211	211
Comfort of discomfort with this approach	Pearson Correlation	.664**	.598**	.598**	.652**	.600**
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001	<0.001
	N	211	211	211	211	211
Relevance to modern education	Pearson Correlation	.732**	.690**	.723**	.764**	.709**
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001	<0.001
	N	211	211	211	211	211
Creativity and innovation	Pearson Correlation	.712**	.723**	.689**	.709**	.661**
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001	<0.001
	N	211	211	211	211	211

Interdisciplinary learning benefits and creativity and innovation also demonstrate strong relationships, all dimensions of integration interdisciplinary learning benefits, comfort with the approach, relevance to modern education, and creativity and innovation are positively associated with education’s role in cultural preservation, sense of responsibility to maintain traditions, continuity of cultural practices, and promotion of national identity.

Among these, relevance to modern education shows the strongest correlations, indicating that perceiving Rondalla as meaningful in contemporary learning greatly enhances students’ cultural respizing the value of integrating Rondalla across subjects to sustain Filipino traditions. Comfort with this approach supports engagement and positive perception.

In summary integrating traditional Rondalla music into non-music subjects is an effective interdisciplinary and creative strategy for promoting Filipino tradition, fostering cultural responsibility, and strengthening national identity among students.

Similarly, it has the same findings with the study of Mc Phail (2020) when he mentioned that building connections between several academic courses or creating an interdisciplinary curriculum promote curricular coherence and make learning more holistic. Consequently, modern types of learning should be provided and integrated learning is one among these. With the integrated connections of similar learning topics from the Music Education and Physical Education subjects, many learning objectives can be achieved. Lastly, integration of traditional music such as rondalla to non-music serves as effective strategy in promoting Filipino tradition and cultural identity.

The results further support the need for supplementary instructional package (SIP). That reinforce these outcomes in a structured and engaging manner, to further validate the relevance of the study, the researcher attempted to implement the components of the proposed supplementary instructional

package titled “Rondalla in Motion: A Rondalla Based-Supplementary Instructional Package for Physical Education”, which is designed as a culture-based and activity centered learning material that integrates Rondalla music into PE lessons. It aims to strengthens student’s cultural identity, emotional engagement, appreciation of tradition and active participation through the music and movement that was utilized before the conduct of the survey. This provided students actual exposure to the Rondalla-based Physical Education activities, allowing them to experience the integration of music and movement firsthand. As a result, their responses to the survey were grounded in real engagement and understanding. With these findings it is evident that this supplementary instructional package (SIP) can serve as an effective tool in enhancing student’s learning outcomes while promoting and preserving Filipino cultural heritage and Filipino cultural traditions.

IV. CONCLUSION

There is significant and positive relationship between the integration of Rondalla music in PE class to Filipino cultural heritage among JHS students. This implies that incorporating Rondalla music into PE not only enhances physical and musical competencies but also serves as an effective pedagogical approach in strengthening students’ cultural identity, emotional connection, and appreciation of Filipino heritage.

On the other hand, there is significant relationship between the integration of Rondalla music in PE classes and preserving Filipino tradition among the respondents, taken together, the results emphasize that integrating Rondalla music into PE classes is not only effective in developing students’ physical and musical competencies but also serves as a meaningful educational strategy for preserving Filipino tradition. By fostering active participation, coordination, and enjoyment, Rondalla-integrated PE promotes cultural responsibility,

continuity of practices, and a stronger sense of national identity among students.

Likewise, there is significant relationship between the traditional rondalla music into non-music subject to Filipino cultural heritage, as an effective interdisciplinary and culturally responsive approach. By making Rondalla relevant, creative, and embedded across the curriculum, schools can strengthen students' cultural identity, pride, and emotional connection while supporting the transmission of Filipino cultural heritage in modern educational contexts.

Lastly, result reveal a strong and significant positive relationship between integrating traditional Rondalla music into non-music subjects and the preservation of Filipino tradition. Education's role on cultural preservation, sense of responsibility to maintain traditions, effectiveness of music integration for culture, continuity of cultural practices, promotion of national identity. Therefore, all the hypotheses stated in the first chapter of this manuscript were rejected.

V. RECOMMENDATION

Based on the drawn conclusions resulted to the following recommendations were given: (1) the researcher recommend that school administrators are encourage, to support and institutionalize the integration of Rondalla music in Physical Education and other subject areas such as Araling Panlipunan, Filipino and ESP. Teachers may design a collaborative lesson plan that connect traditional music with historical, cultural, and social concepts to enrich learning experiences, this initiative will strengthen the promotion of Filipino cultural heritage within the school environment and school may collaborate with local cultural group like rondalla ensemble and other community artists to provide authentic learning experience and strengthen community cultural partnership. (2) the researcher recommends the MAPEH Teachers, Physical Education Instructors, to may develop a structured lesson guides like a localized module/video packet. Since integrating rondalla music in PE classes proved to be highly effective in enhancing students' rhythm, coordination, focus, confidence, and engagement. (3) the researcher recommends teachers of other Subjects, may establish cultural heritage projects in school since integration significantly enhances students' connection to Filipino cultural identity. (4) the researcher recommends parents, to support school initiatives related to cultural preservation by promoting awareness and appreciation of Rondalla music at home. this involvement can further strengthen student's cultural connection and pride. (5) the researcher recommend students, to actively participate in the Rondalla-integrated activities and develop a sense of responsibility in preserving Filipino culture. And should value and appreciate traditional music as part of their identity and contribute to the transmission of cultural heritage to further generations. (6) Future researchers may make use of this study and may conduct a similar study focusing on the long-term impact of rondalla integration on cultural preservation. They can also explore experimental designs or qualitative approaches to gain deeper insights into the impact of music integration on learning outcome and cultural preservation.

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