

Improving students' attendance in Values Education classes during Catch-Up Fridays through collaborative game-based learning

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Abstract

This study aimed to improve the attendance of 36 Grade 8 Santan students in Values Education classes during Catch-Up Fridays through Collaborative Game-Based Learning. Using a mixed-method design, the study evaluated attendance trends before and after the intervention. Quantitative data were collected from School Form 2 (SF2) to measure attendance, and a paired sample t-test revealed a significant increase in mean attendance values, from 3.47 to 4.47, with a p-value of less than 0.05, confirming the intervention's effectiveness. Qualitative data were gathered through a focus group discussion (FGD) and a thematic analysis following Braun and Clarke's (2006) framework was used to examine how students find Collaborative Game-Based Learning as an intervention to improve attendance. Students' responses from the FGD showed that Collaborative Game-Based fosters student engagement, enhances participation, and creates a fun and dynamic learning environment.

Keywords: attendance; catch-up Fridays; collaborative game-based learning; values education

INTRODUCTION

On January 10, 2024, the [Department of Education](#) (DepEd) of the Philippines released DepEd Memorandum No. 1, Series of 2024, introducing the Catch-Up Friday ([Magsambol, 2024](#)) initiative. This weekly learning intervention mandates all public and private elementary and secondary schools, including community learning centers (CLCs), to dedicate half the day to reading exercises and the other half to Values, Health, and Peace Education. The program aligns with the MATATAG Agenda and aims to accelerate the goals of the National Learning Recovery Program (NLRP) by strengthening foundational, social, and other essential skills among learners.

In support of the NLRP and Catch-Up Friday, Values Education has gained renewed emphasis, especially under Republic Act No. 11476, which recognizes the youth's vital role in nation-building. This legislation underscores the importance of instilling positive values in learners to foster holistic development. However, a significant challenge has emerged:



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low student turnout during Catch-Up Fridays, particularly in Values Education classes. At Baybay National High School, the Grade 8 - Santan section recorded an average attendance of only 67.78%, meaning 32.22% of students were absent. This contrasts sharply with the 90% attendance rate observed during regular classes from Monday to Thursday. Such absenteeism hinders students' ability to keep up with lessons, especially when teachers have limited time to accommodate those who miss class ([Bagaya, 2019](#)).

Research consistently shows that student attendance is positively correlated with academic achievement. [Gottfried \(2010\)](#) found that improved attendance leads to higher GPA and better performance in standardized tests. Absenteeism in Values Education can result in gaps in moral and ethical learning, which are crucial for character formation and social skill development ([Knoster, 2016](#)). Moreover, frequent absences during formative years are linked to diminished literacy, cognitive abilities, and long-term engagement ([Morrissey et al., 2014](#)). [Marchbank \(2023\)](#) further emphasizes that poor attendance affects not only individual learners but also classroom dynamics, institutional effectiveness, and societal cohesion.

To address this issue, the researchers propose the use of Collaborative Game-Based Learning (CGBL) as an intervention. CGBL combines game-based learning with collaborative learning ([Wang & Huang, 2021](#)), creating socially integrated environments where students work together to solve problems, complete tasks, or create products ([Laal et al., 2012](#); [Redfern & McCurry, 2022](#)). These environments foster communication, shared objectives, and active engagement ([Carpenter et al., 2020](#)).

Studies have shown that CGBL can significantly improve class attendance and engagement. [Fahid et al. \(2023\)](#) highlight its potential to create compelling group learning experiences. By integrating motivation, curiosity, challenge, and feedback into gameplay, students perceive learning as enjoyable ([Lee et al., 2016](#)). [Knoster \(2016\)](#) supports using games as catalysts for attendance, noting that students are more likely to participate when they enjoy the learning process. In addition, [Phi \(2018\)](#) observed that after implementing game-based learning strategies, class attendance rates consistently ranged between 75% and 100%, indicating a significant boost in student participation. Similarly, [Nadolny and Halabi \(2016\)](#) reported that attendance in their large lecture courses averaged between 90% and 95% following the adoption of CGBL, demonstrating its potential even in more challenging instructional settings. [Tham and Tham \(2015\)](#) found that the use of games in the classroom stimulated students' interest in the subject matter, reinforcing their learning and sustaining their engagement throughout the lessons. Furthermore, [Justo et al. \(2022\)](#) confirmed that game-based learning not only enhances retention but also fosters greater class interaction, contributing to a more dynamic and inclusive learning environment. These findings collectively underscore the value of integrating CGBL into educational practices to address issues such as absenteeism and disengagement, particularly in programs like Catch-Up Friday.

Given these findings, the researchers adopted Collaborative Game-Based Learning to improve Grade 8 Santan students' attendance during Catch-Up Fridays at Baybay National High School. This approach aims to make Values Education more engaging, reduce absenteeism, and ultimately support the holistic development of learners. The problem of students' attendance during Catch-Up Fridays was a major challenge for teachers, especially in Values Education. Thus, this study aimed to improve students' attendance through the intervention of Collaborative Game-Based Learning. Specifically, it seeks to:

1. Determine the average attendance in Grade 8- Santan in Values Education Classes during Catch-Up Fridays prior to the implementation of the intervention.
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2. Assess the improvement in the attendance of Grade 8—Santan students in Values Education classes during Catch-up Fridays after the implementation of Collaborative Game-Based Learning.
3. Evaluate students' perceptions of Collaborative Game-Based Learning as an intervention in improving their attendance during Catch-Up Fridays.

METHOD

Research design

The researchers employed a mixed-methods approach in collecting and analyzing the data. According to [George \(2021\)](#), mixed-methods research combines elements of both quantitative and qualitative approaches to effectively address research questions. This design enabled the researchers to examine measurable attendance data alongside students' personal experiences, thereby providing a comprehensive understanding of the effects of Collaborative Game-Based Learning (CGBL) on student attendance during Catch-Up Fridays in Values Education.

For the quantitative data, student attendance records from School Form 2 (SF2) were collected for weeks before and after the implementation of CGBL in Grade 8 Santan class. To complement this qualitative data, a focus group discussion (FGD) was conducted with selected Grade 8 students who participated in the intervention. The discussion was guided by semi-structured questions designed to explore students' perceptions of how CGBL influenced their attendance and engagement during Catch-Up Fridays. Through this mixed-method design, the study integrated objective attendance data with rich qualitative feedback, offering a holistic view of the effectiveness of CGBL in improving student attendance.

Respondents

The research participants for this study were Grade 8 Santan students of Baybay National High School, selected through purposive sampling due to their notable attendance issues during Catch-Up Fridays. The participants included 22 male and 14 female students with diverse backgrounds and academic abilities.

Data analysis

The students' attendance from School Form 2 (SF2), was systematically tallied, tabulated, and interpreted using descriptive statistics, specifically by calculating the mean of attendance before and after the intervention. To further analyze the data collected, a paired sample t-test was used to determine whether there was a statistical improvement in the attendance of the participants. This allowed the researchers to evaluate and present whether or not Collaborative Game-Based Learning (CGBL) was an effective intervention in improving their attendance in Values Education during Catch-Up Fridays.

Additionally, a focus group discussion (FGD) was utilized to gather qualitative data on students' experiences with CGBL. The responses from the FGD were analyzed using thematic analysis based on the framework developed by Braun and Clarke (2006). The data were read, coded for significant phrases, and grouped into themes. To ensure the reliability and validity of the findings, the themes were validated through peer debriefing and member checking, ensuring consistency and accuracy in understanding the students' perceptions and the intervention's impact.

Research intervention and procedure

By combining game-based and collaborative learning, CGBL creates an environment where students actively participate in team-based activities with shared objectives, fostering a sense of community and mutual responsibility (Kuo & Chuang, 2016). This method has been shown to enhance the learning atmosphere, making it more enjoyable and stimulating for students, directly influencing their willingness to attend classes. Furthermore, the collaborative aspect of CGBL encourages peer interaction and teamwork, improving classroom dynamics and instilling a sense of accountability to the group, further incentivizing attendance. These combined factors make CGBL an effective strategy for addressing attendance issues, particularly during less traditional or supplementary learning sessions such as Catch-Up Fridays.

Table 1. Integrating Collaborative Game-Based Learning (CGBL) in Values Education
Procedural Framework of Strategies and Interventions

Steps	Process												
1	The Grade 8—Santan was divided into three (3) permanent groups. After groups were established and leaders appointed, the pointing system utilized throughout the												
2	<table><tr><th>Badge Color</th><th>Accumulated Points</th><th>Equivalent Grade Added on ESP (Performance Task)</th></tr><tr><td>Gold</td><td>100</td><td>20</td></tr><tr><td>Silver</td><td>90</td><td>18</td></tr><tr><td>Bronze</td><td>80</td><td>15</td></tr></table>	Badge Color	Accumulated Points	Equivalent Grade Added on ESP (Performance Task)	Gold	100	20	Silver	90	18	Bronze	80	15
	Badge Color	Accumulated Points	Equivalent Grade Added on ESP (Performance Task)										
	Gold	100	20										
	Silver	90	18										
Bronze	80	15											
intervention was introduced and explained.													
The allocation of badges, with gold being the highest accolade and bronze being the lowest, emphasizes the importance of striving for excellence while recognizing individual and group achievements.													
3	Attendance was meticulously recorded in each Values Education class using the School Form 2 (SF 2)-Daily Attendance Report of Learners. This practice ensures accurate documentation of students' presence throughout the class.												
For the weeks of the intervention, the following collaborative game-based learning was integrated:													
4	<table><tr><th>Week (Fridays)</th><th>Topic</th><th>Collaborative Game & Objective</th><th>Steps</th></tr><tr><td>Week 1 (1st Friday)</td><td>Pakiki-pagkapwa (Fostering Interpersonal Relationships)</td><td>Paint Me a Picture Encouraged students to immerse themselves in real-life applications of Pakikipagkapwa while developing essential life skills</td><td>1. The facilitator presents a scenario relevant to the lesson on Pakikipagkapwa. 2. Students, were divided into three groups, and decides how to portray the given situation using only their bodies and personal effects as props. 3. Once ready, the groups present their "living picture" and freeze at a given signal. 4. The facilitator assesses the portrayals based on creativity, teamwork, and realism.</td></tr><tr><td>Week 2 (2nd Friday)</td><td>Pakiki-pagkaibigan</td><td>Quiz Bee</td><td>1. The class was divided into three groups. Each has a large piece of cardboard to write their answers.</td></tr></table>	Week (Fridays)	Topic	Collaborative Game & Objective	Steps	Week 1 (1 st Friday)	Pakiki-pagkapwa (Fostering Interpersonal Relationships)	Paint Me a Picture Encouraged students to immerse themselves in real-life applications of Pakikipagkapwa while developing essential life skills	1. The facilitator presents a scenario relevant to the lesson on Pakikipagkapwa. 2. Students, were divided into three groups, and decides how to portray the given situation using only their bodies and personal effects as props. 3. Once ready, the groups present their "living picture" and freeze at a given signal. 4. The facilitator assesses the portrayals based on creativity, teamwork, and realism.	Week 2 (2 nd Friday)	Pakiki-pagkaibigan	Quiz Bee	1. The class was divided into three groups. Each has a large piece of cardboard to write their answers.
	Week (Fridays)	Topic	Collaborative Game & Objective	Steps									
	Week 1 (1 st Friday)	Pakiki-pagkapwa (Fostering Interpersonal Relationships)	Paint Me a Picture Encouraged students to immerse themselves in real-life applications of Pakikipagkapwa while developing essential life skills	1. The facilitator presents a scenario relevant to the lesson on Pakikipagkapwa. 2. Students, were divided into three groups, and decides how to portray the given situation using only their bodies and personal effects as props. 3. Once ready, the groups present their "living picture" and freeze at a given signal. 4. The facilitator assesses the portrayals based on creativity, teamwork, and realism.									
Week 2 (2 nd Friday)	Pakiki-pagkaibigan	Quiz Bee	1. The class was divided into three groups. Each has a large piece of cardboard to write their answers.										

	<i>(Fostering Friendships)</i>	Aimed to reinforce key concepts while fostering friendly competition and critical thinking.	<ol style="list-style-type: none"> 2. The facilitator, acting as the quizmaster, presents a series of questions. 3. Each team was given 2 minutes to write their answers. 4. At a signal, all teams reveal their answers simultaneously by holding up their cardboards. 5. Points were given for each correct answer. The team with the highest cumulative score was declared the winner.
Week 3 (3rd Friday)	Emosyon <i>(Emotion)</i>	Charades Promote creativity, strengthen communication skills, and enhance students' understanding of the complexities of emotions through non-verbal expression.	<ol style="list-style-type: none"> 1. The class was divided into teams, with players taking turns as the "actors" while the rest served as "guessers." 2. The actor draws a word or phrase from a prepared set of emotions (e.g., happiness, sadness, anger, surprise, or fear). 3. Using only gestures and body movements, the actor acts out the chosen word or phrase while teammates try to guess it within a set time limit. 4. Points were awarded for each correct guess. 5. Roles rotate after each round to ensure that every team member has an opportunity to act and guess. 6. The team with the highest cumulative scores at the end of the game was declared the winner.
Week 4 (4th Friday)	Apat na Uri ng Damdamin <i>(Four Types of Feeling)</i>	Image Puzzle Provided an exciting opportunity for students to work collaboratively while reinforcing essential cognitive and social competencies.	<ol style="list-style-type: none"> 1. Each group was provided with a set of puzzle pieces. The completed image is displayed or projected for reference, offering all participants a clear idea of the goal. 2. Groups race against the given time to correctly assemble their puzzles, with members collaborating to arrange the pieces efficiently and accurately. 3. The first group to complete their puzzle and reveal the full image wins the round.
Week 5 (5th Friday)	Katangian ng Mapanagutang Lider <i>(Characteristics)</i>	Word Search Stimulating cognitive skills and enhancing focus, this puzzle	<ol style="list-style-type: none"> 1. Identical word search grids containing values-related terms were distributed to each group to ensure an equal playing field.

<i>of a Responsible Leader)</i>	activity provided an interactive platform for students to connect with key concepts while fostering teamwork.	2. Words are hidden within rows of letters, appearing in various orientations: forward, backward, horizontal, vertical, or diagonal. 3. At the facilitator's signal, groups begin searching for the hidden words, marking them as they are found. 4. A timer is set, and groups must work efficiently to identify as many words as possible before time runs out. 5. Points were awarded based on the number and complexity of words found. The group with the highest score at the end of the game is declared the winner.
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It was anticipated that implementing CGBL intervention during values education classes on Catch-Up Fridays would lead to a notable improvement in students' attendance. By infusing interactive and engaging activities into the curriculum, students will likely feel more motivated and enthusiastic about attending classes. The dynamic nature of these activities fosters a sense of participation and ownership among students, encouraging them to prioritize their attendance to ensure they do not miss out on the valuable learning experiences provided by the collaborative games. Furthermore, the social aspect of group-based learning encourages peer support and accountability, further incentivizing students to attend regularly to contribute to their team's success.

RESULTS AND DISCUSSION

Average attendance prior to the implementation of CGBL

The first research question established baseline data on student attendance, serving as the reference point to measure the effectiveness of the intervention. Identifying attendance patterns before implementing CGBL highlights the need for action and provides context for assessing improvement.

Table 2. Pre-implementation consolidated attendance

Number of Fridays	Attendance Prior (Before intervention)	Percentage Attendance
Friday 1	24	66.67 %
Friday 2	23	63.89 %
Friday 3	25	69.44 %
Friday 4	23	63.89 %
Friday 5	27	75.00 %
Average attendance	24.4	67.78%

Note: The total number of students in Grade 8 Santan is 36 (N= 36).

Table 2 illustrates the attendance trends of Grade 8-Santan students during Values Education classes on five Catch-Up Fridays prior to the intervention's implementation. Attendance varied slightly across the sessions, with the lowest recorded attendance being

23 students (63.89%) on Fridays 2 and 4 and the highest attendance being 27 students (75%) on Fridays 5. The computed average attendance across the five Fridays was 24.4 students, 67.78% of the total class size (N=36).

This data indicates that, on average, nearly one-third of the students were not attending the sessions regularly. The relatively low attendance suggests potential barriers to participation. As concluded in the study of Balkis et al. (2016), higher levels of absenteeism are associated with lower levels of student performance. The findings emphasize the need for targeted interventions, like CGBL, to address these attendance challenges. Establishing this baseline is crucial for comparing pre- and post-intervention outcomes to evaluate the effectiveness of the proposed strategy in improving attendance and participation rates.

Significant Improvement of Attendance after the Implementation of CGBL

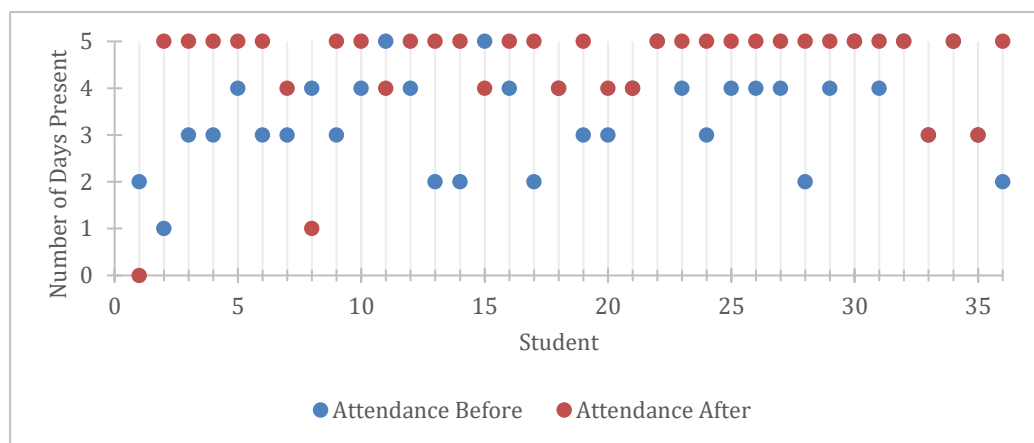


Figure 1. Individual attendance of students before and after the CGBL

Figure 1 shows the visual presentation of the attendance of students. It can be observed in the plot that most of the students have higher attendance on catch-up Fridays after the intervention than before. This upward trend indicates that the intervention was effective in motivating students to attend classes more consistently. Additionally, students 18, 21, 22, 30, 32, 33, 34, and 35 have the same days present/attendance regardless of the intervention. However, it is notable that students 1, 8, 11, and 15, have higher attendance before the intervention than after. Further analysis and consultation with their class adviser revealed that students 1, 8, 11, and 15 were not attending classes consistently in all subjects and at the time of the implementation due to factors unrelated to the intervention itself. Upon consulting their class adviser, the primary reasons identified include personal and family-related challenges, such as lack of parental support, financial difficulties, or responsibilities at home, which made regular attendance challenging for them. Additionally, some students faced health-related issues or lacked motivation due to external factors beyond the scope of the intervention.

This finding aligns with Gubbels et al. (2019), who emphasized that external factors such as socio-economic hardships, family dysfunction, and health-related issues are among the strongest predictors of chronic absenteeism and school dropout. These external challenges often limit students' ability to prioritize school attendance despite classroom-

based interventions. These findings suggest that while CGBL can effectively enhance attendance for the majority, external factors such as socioeconomic or personal circumstances can still pose barriers that require more targeted interventions beyond classroom strategies.

Table 3. Test for Normality (Shapiro-Wilk Test)

	W	P
Attendance After – Attendance Before	0.939 ^{ns}	0.656

Note: ns – not significant at 5% level

Table 3 shows the test for normality for the difference in attendance before and after the implementation. The Shapiro-Wilk test is a hypothesis test that evaluates whether a data set is normally distributed. A large p-value indicates that the data set is normally distributed; a low p-value (< 0.05) indicates that it is not normally distributed (Malato, 2023). Since the p-value (0.656) is larger than 0.05, it is concluded that the data set is normally distributed. Thus, a parametric Paired Sample t-test in Table 2 was used to test for significant improvements in students' attendance before and after the intervention.

Table 4. Paired sample t-test

Attendance	Mean	Difference	t-test statistic	Df	p-value
After	4.47				
Before	3.47	1.00*	-4.07	35	<.001

Note: * - highly significant at 5% level.

Table 4 shows the result of a paired sample t-test for the differences in attendance before and after the intervention. The average attendance of students before the intervention is about 3.47 out of 5; meanwhile, the average attendance of students after the intervention is about 4.47 out of 5. Since the p-value is less than the significance level of 0.05, there is a significant difference in students' attendance before and after the intervention. Moreover, the difference in the mean attendance is 1.00, with a t statistic equal to -4.07, which indicates that, on average, students improve their attendance by a 1 unit point after implementing collaborative game-based learning. The analysis results imply that implementing collaborative game-based learning intervention during values education classes on Catch-Up Fridays led to a notable improvement in students' attendance, which supports the visualization plot presented in Figure 2.

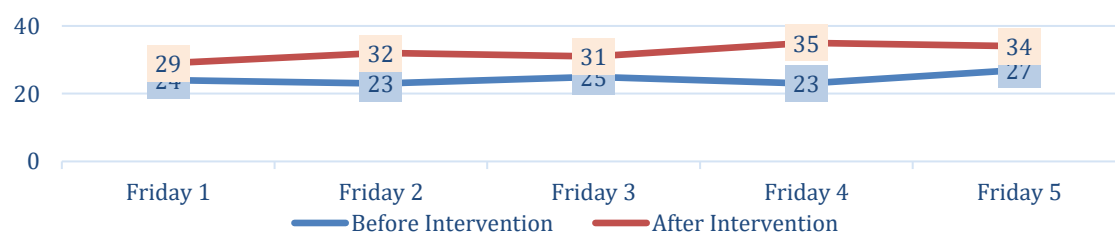


Figure 2. Comparison of consolidated attendance in each Fridays

The line graph compares the consolidated attendance results before and after intervention over five Fridays. In first Friday before the intervention, total attendance was only 24, then 23 on Friday 2, followed by a small peak at 25 on Friday 3. It then dips back to 23 on Friday 4 before ending with an upward trend at 27 on Friday 5. In contrast, after-intervention, from 24 on Friday 1, it became 29 and demonstrates steady improvement, rising to 32 on Friday 2. Although it slightly drops to 31 on Friday 3, it peaks at 35 on Friday 4 and concludes at 34 on Friday 5. Overall, the after-intervention results consistently outperform the before-intervention results, with a widening gap as the weeks progress. The most significant difference occurs on Friday, 5, where the gap between the two datasets is seven points (27 vs. 34). While both datasets show fluctuations, the after-intervention results exhibit a more consistent upward trajectory. This suggests that the intervention effectively improved attendance, particularly towards the later Fridays, highlighting its positive and sustained impact over time. This aligns with Hamari et al. (2016), who emphasized that game-based learning environments enhance engagement by providing challenge, feedback, and interaction—factors that likely contributed to the improved attendance observed in the later Fridays.

Students' experiences on the use of CGBL as an intervention to improve attendance

The following tables present a detailed summary of students' experiences before and after using CGBL as an intervention to improve attendance. These insights highlight the perceived benefits and overall impact of integrating CGBL into their learning routines.

Table 5. Class Description of Students Before the Intervention of CGBL

Theme	Statements
Lack of Engagement	<p>Feeling uninterested</p> <p><i>"Usahay kay laay sige rag notes, laay kayo."</i> (Sometimes, it is boring to keep taking notes; it is boring.) -G1 S5</p> <p><i>"Laayan ko inig Byernes kay walay magpalingaw namu bisan 45 minutes ra ang time."</i> (I get bored on Fridays because there is nothing to entertain us, even if it is just 45 minutes.) -G1 S6</p> <p><i>"Walay lingaw kay wala pay collaborative game-based learning."</i> (It is not fun because there is no collaborative game-based learning.) -G1 29</p> <p><i>"Usahay mo absent ko kay laay kaayo if sige rag leksiyon si maam, gi duka gyud mi ato nga time."</i> (Sometimes, I would skip class because it was so boring when Ma'am kept lecturing. We were sleepy during that time.) - G2 S1</p>
	<p>Frequent absenteeism</p> <p><i>"Kapoyan ko mosulod sauna nya super boring."</i> (I feel too tired to attend class before; it was super boring.) - G1 S3</p> <p><i>"Mo sulod raku ug ganahan sauna kay laay man, pero pag sugod sa Collaborative Game- Based Learning na motivate naku"</i> (I would only attend if I felt like it before because it was boring, but I became motivated when collaborative game-based learning started.) -G3 S3</p> <p><i>"Daghan mangabsent kay laay daw"</i> (Many would be absent because they said it was boring.) - G2 S7</p> <p><i>"Usahay mo absent ko kay laay, walay mabuhat na lingaw."</i> (Sometimes, I skip school because it is boring and nothing fun to do.) -G3 S1</p> <p><i>"Laay kay walay duwa ug daghan mo absent na classmate."</i> (It was boring because there were no games, and many classmates were absent.) -G3 S5</p>

The researchers considered the description of students regarding their classes and initial attendance patterns before implementing the intervention. Table 5 suggests that lack of engagement is the predominant reason for high absenteeism among students in Values Education classes. Many participants expressed a disinterest in attending sessions due to the monotonous nature of traditional lecture-based teaching. Student 3 from group 3 stated, "*Mo sulod raku ug ganahan sauna kay laay man.*" (I would only attend if I felt like it before because it was boring...) Student 1 from the same group added, "*Kapoyan ko mosulod sauna nya super boring.*" (I felt too tired to attend class before; it was boring.) This recurring theme highlights how unengaging instructional strategies directly influence students' motivation to attend classes.

This finding is supported by recent research emphasizing the strong connection between boredom and absenteeism. According to [Gottfried et al. \(2017\)](#), student absenteeism and lack of participation in the teaching-learning process lead to poor school performance and may result in dropout. Furthermore, Finn et al. (2021) argue that traditional pedagogical methods fail to address students' evolving needs, contributing to their lack of interest and motivation to participate. These insights underscore the need to adopt more dynamic and interactive teaching approaches to address absenteeism effectively.

Table 6. Changes in attendance pattern after the intervention

Themes	Codes	Statement
Positive Classroom Engagement	Improved attendance	<p>"Yes, as I observed, my attendance pattern has changed significantly; I was absent only once" G1 S1</p> <p>"Oo, nakabantay ko na ganhan na gyud ko musulod kay tungod sa naay games"</p> <p>(Yes, I noticed that I really like attending the class because there are games.) G1 S7</p> <p>"Oo, dili naku mu-absent sa Friday"</p> <p>(Yes, I will not be absent on Friday.) G1 S9</p> <p>"Ning daghan na ang akong attendance."</p> <p>(My attendance has improved a lot now.) - G2 S4</p> <p>"Ning daghan na akua attendance."</p> <p>(My attendance has improved a lot now.) - G3 S4</p>
	Learning while having fun	<p>"Oo, kay lingaw man siya kay daghay games na paduwa."</p> <p>(Yes, it's fun because there are a lot of games to play.) - G1 S5</p> <p>"Oo kay malinaw sa duwa"</p> <p>(Yes, because it is enjoyable to play the game.) - G2 S4</p> <p>"Oo kay ganahan nako musulod kay lingaw"</p> <p>(Yes, because I now enjoy attending since it's fun.) - G3 S3</p> <p>"Di nako ganahan mo absent kay lingaw sukad naan a sila Miss and Sir."</p> <p>(I do not want to be absent anymore because it has been fun since Miss and Sir arrived.) - G3 S8</p> <p>"Ang akong pag sud sauna ug sa karon ang sauna kay wala mga collaborative game-based learning, karon ang catch up Friday naa nay kalingawan sa skwelahan"</p> <p>(My experience of attending school before and now is different. Before, there were no collaborative game-based learning activities. Now, with Catch-Up Friday, there are fun activities at school.) - G2 S3</p>

CGBL has a great impact on student attendance. Table 6 reflects a clear student attendance pattern, influenced by the incorporation of enjoyable activities, specifically

games, in the classroom. Students report a significant improvement in their attendance, with several noting that they are attending class more regularly than before. "*Oo, nakabantay ko na ganhan na gyud ko musulod kay tungod sa naay games*" (Yes, I noticed that my attendance has improved. Before, I used to be absent on Fridays, but now I don't because it's fun). This is particularly noticeable for students who previously had issues attending, such as those who often skipped Friday class. Attendance is often influenced by student engagement. This supports the study of [Nadeem et al. \(2023\)](#), which concludes that gamification and game-based learning provide students with a sense of agency, enjoyment, and purpose, making them more inclined to attend classes and actively participate.

Many students mentioned that the games' fun and enjoyment motivated them to attend. "*Oo, kay lingaw man siya kay daghay games na paduwa*" (Yes, it's fun because there are a lot of games to play), stated by S3, S4, S5 and S8. They used to skip class on Fridays, but now they are more likely to attend because of the fun aspects of the class. This finding underscores the importance of incorporating interactive and enjoyable teaching strategies to make learning more enjoyable and foster better attendance patterns and potentially higher academic engagement. This aligns with the findings of [Sailer and Homner \(2020\)](#), who observed that combining gamified elements with collaborative activities significantly improves behavioral and cognitive engagement in educational settings.

The findings presented above strongly align with multiple educational theories, particularly the concepts of social constructivism advocated by Lev Vygotsky, who emphasized that learning is a social process and meaningful knowledge is constructed through collaboration and interaction within an engaging and supportive environment ([Vygotsky, 1978](#)). Collaborative game-based learning fosters peer interaction, active participation, and shared problem-solving, key elements of social constructivism. Additionally, John [Dewey's](#) progressivism supports this approach, advocating for experiential, student-centered learning environments that make education enjoyable and meaningful ([Dewey, 1986](#)). Dewey emphasized the importance of engaging students in activities relevant to their interests and promoting active learning, which aligns with using games to enhance participation and reduce absenteeism. The findings also resonate with behaviorist theories, particularly the use of positive reinforcement. By making learning enjoyable through games, students associate class attendance with positive experiences, reinforcing consistent attendance ([Skinner, 1965](#)). This aligns with B.F. Skinner's emphasis on rewards and engagement in shaping behavior.

CONCLUSION

The researchers found that implementing CGBL effectively improved attendance in Values Education classes during Catch-Up Fridays. The study revealed a significant increase in attendance rates following the introduction of interactive and engaging activities and a positive shift in students' attitudes toward learning. Students reported heightened engagement and preferred the interactive approach over traditional lecture-based teaching methods. The findings underscore the potential of innovative teaching strategies like CGBL to tackle attendance issues and improve educational outcomes. Therefore, the success of this intervention highlights the importance of adopting student-centered and activity-based learning approaches in fostering learning engagement and reducing absenteeism. These insights are valuable for educators and policymakers aiming to address attendance challenges and enhance the effectiveness of educational programs.

AUTHOR CONTRIBUTION

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Author 2: Erica V. Libres- Conceptualization

Author 3: Maeriel D. Bitos- Methodology

Author 4: Jessa L. Angcay- Methodology

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