

Contextualization As A Strategy In Teaching Araling Panlipunan 10

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ABSTRACT

Contextualizing instruction leads to a continuous shift in education beyond the classroom, resulting in a harmonious arrangement within the educational system. Grade 10 students of S.Y. 2023-2024 at Zapatera National High School were the subject of this study, which intends to assess the efficiency of contextualized instruction. A pre-experimental single-group design was utilized in the study, which involves pre-testing and post-testing of a group of participants to assess the intervention's effectiveness. The study also incorporated cluster sampling to determine the participants for the investigation, which were Grade 10 students. The researchers adopted the questionnaire from Most Essential Learning Competencies of the Department of Education as an instrument. A test before and after intervention was administered to gauge students' prior knowledge, examines their progress, and compares their scores. The dependent T-test, Mean, and Standard Deviation were utilized to assess contextualized pedagogical approach. Data from the research study suggested that contextualization as a teaching strategy was an effective method to enhance the understanding and knowledge of the students of the subject matter. According to the study's result, contextualization benefits society and learners by raising critical-thinking abilities and performance capabilities. For efficient implementation, teachers should make connections between the information they are teaching and actual-world situations. The researchers recommended that schools should foster contextualized learning by partnering with local communities, providing teachers with seminars and training, and engaging lessons involving students' experiences and histories with regular assessment for effectiveness and adaptability.

Keywords: Contextualization, Strategy, Teaching, Araling Panlipunan, Grade 10.

RATIONALE

In the beginning of the educational journey, the framework of one's wisdom will be integrated with Social Studies' field, as it is one of the hearts of the school subject in the curriculum (Ross, 2020). The curriculum of Araling Panlipunan (Social Studies) in Grade 10 was issued in 2013, which was a redesigned edition of the Araling Panlipunan course material for the K-12 Program and complied with the passage of Republic Act No. 10533, also known as the Enhanced Basic Education Act of 2013 (Department of Education, 2022). This law covers a range of course subjects, including history and cultures of Asian countries, influential international events and movements, economics, and current global and national challenges that anticipate with the frame of the history of the Philippines. One of the persistent problem is that students believe Araling Panlipunan to be dull and boring topic that focuses motly on memorizing historical dates and events (Dilag, 2020). Motivation is the key to educational achievement considering it is an effective inducer that accelerates understanding, shapes career and educational pathways, and encourages learning (Balante et al.,2023). Educators can greatly benefit from the contextualized teaching and learning approach when it comes to giving students an excellent education, as its main goal is improving the degree of mastery of the learners, where the subject matter transforms into useful and significant to the students when their personal experiences and observations are included in the instructions (Lorbis, 2019). This approach to teaching social studies is useful for helping students in becoming active members of their community rather than just observers.

Even with contextualization's positive aspects, Araling Panlipunan's current teaching approaches are still primarily traditional and emphasize memorization over critical thinking and problem-solving. This is evident by the National Achievement Test (NAT)in 2018 for Araling Panlipunan results where it suggested that students in Grade 10

Critical thinking and information literacy are two competencies that many students in Grade 10 have difficulty with (De La Fuede, 2022).

In light of this, the purpose of this study is to examine how Araling Panlipunan instruction can benefit from the contextualization technique in order to improve student learning outcomes. By making the subject matter more relevant to students' lives and experiences, the researchers believe that it is possible to improve both motivation and academic performance. Furthermore, contextualized learning can foster an impression of social responsibility and allow students to take on engaged roles in society and deal with current concerns. In support of continuing attempts to change social studies education in the Philippines, this study aims to provide insightful information about the utilization of contextualization as an instructional strategy.

STATEMENT OF PURPOSE

The main objective of the study is to ascertain the effectiveness of contextualization as a strategy in teaching Araling Panlipunan in Zapatera National High School's grade 10 class for the School Year 2023-2024.

Specifically, it sought to answer to the following sub-problems:

1. What are the Pre-test and Post-test scores of the students in Araling Panlipunanin relation to their learning competency in Human Rights and Gender Related Issues in Araling Panlipunan?
2. Is there a significant mean gain between Pre-test and Post-test scores of the grade 10 students?
3. Is there a significant difference between Pre-test and Post-test scores of the grade 10 students?
4. What recommendation could possibly be made in the light of the study's findings?

STATEMENT OF HYPOTHESES

H01: There is no significant mean gain between the Pre-test and Post-test scores of the students.

H02: There is no significant difference between the Pre-test and Post-test scores of the students.

METHODOLOGY

Research Design

The researchers employed a type of research called pre-experimental research design, focusing on a single group. Bin- Hady (2020) stated that this method entails administering a test to participants before and after the intervention to cause an alternation. It has been used to assess how successful the intervention was (Junian et al., 2018).

Research Environment

The study's primary location was Zapatera National High School, which was situated in Cebu City at 284 Sikatuna Street. The institution offers secondary education, which includes junior and senior high school, day and night classes as well as special education. They aimed to contribute to the holistic development of the nation and to improve the services to stakeholders of the institution in which they desire to foster and safeguard the right of the learners to set high standards of education, just, and culture-based basic education.

Research Participants

The primary participants were the grade ten students at Zapatera National High School. The researchers incorporated cluster sampling in selecting participants to cut down the total population in the investigation, as the initial set of participants appears to have a vast number to investigate in its entirety.

They should be bona fide students and have more than 80% attendance.

Instrument

The researchers used two instruments, which are researcher-made and composed of a multiple choice with 30 items each for the test before and after the intervention. Researchers adopted the questionnaire from the Most Essential Learning Competencies (MELCS) from the Department of Education. It also underwent validity testing to analyze the test questionnaire's item dependability. The study relied on test paper to provide responses conveniently.

Data Gathering Procedure

Pre-Data Gathering Procedurers

Prior to beginning any research, the permission needs to be obtained from the following parties the dean program coordinator, principal, teacher, parents, and participants; they must also submit an application letter to the Institutional Review Board for ethics review; and following consent, a pilot test of the test questionnaire was conducted in order to identify problems and make any necessary adjustments before participants were given the pre-test questionnaire.

Actual Data Gathering Procedurers

The subject teacher at Zapatera National High School and the intern teachers worked together to conduct a study on the effectiveness of contextualization in teaching Araling Panlipunan by the researchers. Information regarding students' rights and their engagement was provided. To guarantee that the researchers received the knowledge needed to make wise conclusions, data was gathered both before and after the intervention.

Post Data Gathering Procedurers

Researchers verified participant information and looked for errors in the data they had obtained. For privacy, the data was totaled, calculated, and kept. The test papers were kept by the lead investigator for a period of three months. Data anonymization and participant identity removal were part of the data disposal process. Researchers reassured participants about privacy protection and provided them with information on data disposal. The names of the study participants were censored and then the data was disposed of.

ETHICAL CONSIDERATION

This study’ section provide upholding the fundamental principles of ethical considerations that safeguarding the rights and welfare of participants and ensuring that the benefits of research are equitably distributed.

- 1. The researchers are open-minded to the diversity of the students which they are respected and treated fairly.
- 2. The participants in the study were not forced to take part because the reseachers obtained permission from both the participants and their legal guardians to allow them to take part of the study and as data resource.
- 3. Researchers honored the time of the participants to answer the provided questionnaire through answering the test questionnaire before and after the intervention.

DATA ANALYSIS

The data were analyzed through satistical tools used in the study. The researchers identify the central value of the test scores using mean and Standard Deviation (SD). Mean Percentage Score (MPS), mean gain, and T-test were also used to evaluate the effectiveness of contextualization, describe the average improvement of students’ performance, and to quantify the pre-test and post-test scores of the students, respectively.

RESULT AND DISCUSSION

As the participants answer the pre-test and post-test questionnaire, this section displays the outcome of the before and after intervention.

Table 3: Pre-test and Post-test Scores

Observation	Mean	MPS	SD	Proficiency Level
Pre-Test	8.27	26.7	3.84	Did Not Meet Expectation
Post-Test	27.94	90.0	2.39	Outstanding

Note: n = 98. Below 75%- Did not Meet Expectation; 75-79%- Fairly Satisfactory; 80-85%-Satisfactory; 86-89%- Very Satisfactory; 90-100%- Outstanding

(D.O. No. 8, s. 2015)

Students’ performance in Araling Panlipunan 10 is displayed in Table 3 following the application of contextualized techniques. The post-test scores climbed to 27.94 from the pre-test score of 8.27, suggesting significant progress in performance. The intervention led to a decrease in standard deviation points, which in turn produced more consistent performance and enabled the move from “Did Not Meet Expectation” to “Outstanding” competency levels. There was a decrease in standard deviation from 3.84 to 2.39.

Assisting poor student performers, enhancing retention and academic efficiency, and offering individual guidance are all the objectives of intervention in education (Wong & Li, 2020). Sengkulu (2022) asserted that school, teacher, and student factors influence the performance of students in social studies. By influencing how students participate in class, teachers’ strategies and methods have considerable effects on students’ learning progress, which could either facilitate or interfere with their ability to retain and grasp the concept of the subject matter. In addition, teachers with the necessary qualifications, such as mastery of the subject and instruction quality, involving students through relevant activities, and presenting the curriculum effectively also play a crucial role in students’ academic performance (Sengkulu, 2022).

Mean gain between Pre-test and Post-test Scores

Table 4: Mean gain between Pre-test and Post-test Scores

Observations	Mean	Mean Gain	SD	Proficiency Level	Decision	Interpretation
Pre-Test	8.27		3.84	Did Not Meet Expectation	Reject	
	27.94	19.67				Significant
Post-Test			2.39	Outstanding	H01	

Note: n = 98. Below 75%- Did not Meet Expectation; 75-79%- Fairly Satisfactory; 80-85%-Satisfactory;86-89%- Very Satisfactory; 90-100%- Outstanding (D.O. No. 8, s. 2015)

After the intervention, Grade 10 students’ performance significantly improved, as evidenced by a mean gain of 19.67 points between the pre- and post-test scores, according to the analysis of test results. This significant progress shows that students not only gained knowledge that improved their academic performance but also more effectively grasped the subject matter. The results further reinforce the idea that contextualizing instruction can successfully close the knowledge gap between general concepts and their real-world applications.

Based on these findings, the researchers rejected the null hypothesis, not because of random variation but rather because of targeted instructional strategies. They discovered that the contextualized teaching strategy increased student performance significantly. This approach promotes increased engagement and retention, a deeper comprehension, and the application of knowledge in related situations. The effectiveness of this strategy emphasizes how crucial it is to put contextualized techniques into practice in order to successfully address a variety of learning needs.

According to Lorbis (2019), Araling Panlipunan’s mastery of learning competencies is improved by a methodological instruction called Contextualized Teaching and Learning (CTL). In addition to enhancing academic achievement, CTL use in Araling Panlipunan fosters critical thinking and social awareness, enabling students to become informed and contributing members of society.

Flores (2021) asserted that contextualization is a useful strategy for holding students’ attention by delivering material in a context that is both meaningful and pertinent. Contextualized Instructional Materials (CIMS) were to be developed using the best instructional resources as a basis for the study. Data were gathered and analyzed using quasi-statistics utilizing a self-made questionnaire with open-ended questions and a descriptive survey method.

Difference between the Pre-test and Post-test Scores

Table 5: Difference between the Pre-test and Post-test Scores

Observations	Mean	SD	t-value	p-value	Decision	Interpretation
Pre-Test	8.27	3.84			Reject	
			-43.60	0.00		Significant
Post-Test	27.94	2.39			H02	

Note: Significant if p-value < α 0.05

By contrasting test results from before and after the intervention, Table 5 illustrates the effectiveness of contextualization in Araling Panlipunan. The mean scores of the students were 8.27 prior to the intervention, but they rose to 27.94 following it, demonstrating a significant improvement in achieving the learning goals. Students performing better and having greater prior knowledge were those using the lecture-discussion method. According to post-test results, contextualization successfully made use of student’s past knowledge, and pre-test scores rose as a result of the lecture- discussion approach and validated questions. The results of the study show that contextualization is an effective pedagogical strategy for raising student performance, rejecting the null hypothesis because the p-value is much lower than 0.05, the accepted cut-off value.

Alam (2019), in his study, shows that the deficiencies, which include the use of different tests in each approach and an emphasis merely on the short-term impacts, indicate the need for additional research to determine the assessment designs’ long-term implications on knowledge retention and application. Being the initial one to evaluate two methods for testing in a separate field, which is the test before and after discussion, produced a novel understanding. It was further emphasized in his study the significance of selecting appropriate assessment techniques for determining the efficacy of instruction. Furthermore, the pre-test results showed that subject matter can be attained and learnable, especially when the teacher correlates the course topic to present-day events, giving the students a reason to be active in the exchanging of ideas in class. In order for the students to take

an active role, they suggest that educational institutions urge educators to include and relate the nation’s present issues and problems in their methodological teaching.

Using contextualization as a teaching strategy with an organized set of educational activities motivates students to incorporate their knowledge of important ideas toward scenarios that represent real-world circumstances and increases the likelihood that learners would find the subject matter significant, valuable, and applicable to their daily lives (Fernandes et al., 2013).

CONCLUSION

The application of the contextualized instructional approach in Araling Panlipunan 10 was featured along with the investigation of the research study. The principal researchers concluded that employing contextualization as a teaching strategy improved student performance in the study as well as enhanced their critical-thinking skills. In addition, it develops, which would help them face and address challenges that would benefit not just themselves but society as a whole. The role of the teacher in attaining this is to make connections between what they are studying and real-world situations to effectively apply their knowledge.

RECOMMENDATION

The following recommendations were put forward by the researchers following the study's outcomes and implications.

1. Schools should encourage collaboration with local community members and groups to improve learning through contextualization.
2. Seminars and training are essential for the development of professional growth and progress; hence, it is recommended that teachers undergo and experience the aforementioned essentials for the development. This would make them gain skills needed for contextualized teaching strategy and more knowledgeable about its concepts and methodologies, which also helps them to have the necessary qualifications for teaching the subject matter.
3. Araling Panlipunan teachers should discuss current events and examples from the local communities to highlight social challenges, cultural customs, and historical occurrences. This aids learners in realizing the importance of what they are studying.
4. To improve understanding and engagement, Araling Panlipunan teachers should create lessons that are intimately related to the experiences and histories of their learners. Students are more likely to find the information relevant and fascinating when it incorporates personal connections and familiar surroundings, which increases their

determination to study. This method connects new material to what students already know and have experienced, helping them appreciate and understand difficult ideas.

5. Students must be receptive to discovering different viewpoints and experiences both inside and outside of the community. Examining different points of view is a common component of contextualization, which can help you gain a deeper understanding of historical events and social concerns.

6. Contextualization techniques must be regularly assessed to ensure their application and efficacy in the classroom. Teachers can pinpoint areas for growth and strengths by routinely evaluating how these tactics affect student knowledge, engagement, and learning outcomes. By allowing teachers to modify their methods in response to student comments and observations made in the classroom, this continuous assessment guarantees that contextualization will always be a fresh and successful teaching technique.

7. Lastly, here are few recommendations for future field research study underlying concepts and approaches of employing contextualization as a teaching strategy in teaching secondary education Araling Panlipunan:

A. Investigating the effects of contextualizing teachings in Araling Panlipunan on student participation and engagement as well as how it helps students enhance their analytical and critical thinking abilities.

B. Examining how Araling Panlipunan students feel about contextualized learning, how it affects their interest in the subject, and how they perceive it.

C. Evaluating how well the technology works to provide Araling Panlipunan lessons and how it might improve contextualized teaching practices.

D. Investigating how contextualized teaching methods affect students' application of Araling Panlipunan concepts

and retention of knowledge over the long term.

E. Identifying best practices and cutting-edge methods for contextualized teaching through case studies and action research conducted in various schools.

F. Collaborating on research projects with other educators, educational institutions, or schools to exchange ideas and create solid contextualized.

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