

Making Learning Interesting: Schemes of Araling Panlipunan Teachers

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Abstract:- This study uncovered the strategies used by Araling Panlipunan teachers on making interesting lessons. The stories shed light on the strategies and challenges teachers face while trying to attract students' interest in learning. This study involves eight (8) teacher participants who are Araling Panlipunan teachers in Davao District. Data for this phenomenological study was gathered through a limited number of in-person sessions and virtual interviews. Three themes emerged from the information narratives about the strategies used by Araling Panlipunan teachers to make learning interesting for their students: role-playing, film-watching, and collaborative learning. Meanwhile, the study found that a dearth of teaching resources and inadequate teacher preparation were the main reasons why teachers struggle to get students' interest in Araling Panlipunan. The study's findings led to the following insights: providing educational resources and hosting seminars and trainings for teachers. Offering fresh insights on how to engage students' interest in learning the subject from the start was the aim of this research.

Keywords:- Making Learning Interesting, Schemes, Araling Panlipunan .

I. INTRODUCTION

Making learning exciting is a goal cherished by all teachers who see the link between student motivation and learning accomplishment. Young people's academic performance and accomplishment level are strongly correlated with providing them with an enjoyable, exciting, and intriguing learning environment. Learners who are motivated to learn are more likely to focus while also enjoying fun in the classroom. A student who is not motivated to study will not be as driven as one who is. Alstad (2021) suggests that in order to improve learning, provide enjoyable and imaginative activities. Students will be able to unwind, remove their emotional barriers, and concentrate in class with the support of these exercises.

There are various techniques that could engage pupils in the learning process. There are various authors who offer recommendations that an educator could implement in their classroom. According to Brown (2019), there are a few ways to make learning engaging such as making learning relevant to real-world situations, engage all kinds of intelligences, encourage movement in the classroom, incorporate technology into education and encourage interaction.

Four views of learning engagement in the classroom are identified by Rodrigo (2018). These include the following: Learning is boring. The misconception that is especially connected to the conventional view of education is that it is a tedious and challenging task. Memorizing information is unnecessary; most of us learn because we are forced to by an authority figure, such as a parent, teacher, or employer. Many educational institutions focus on overwhelming students with as much knowledge or information as they can about a range of subjects.

Making learning engaging has been regarded by the teachers to be an essential part of effective classroom instruction. Regretfully, lesson delivery is not always enjoyable and engaging to the learners. In Araling Panlipunan, students have reported that it is a tiresome and dull subject to learn. According to Lobris (2019), it is a sad fact that students consider Araling Panlipunan to be a dull subject. It primarily addresses politics, economy, history, the constitution, and society. Since the subject matter is so objective, it needs to be taught in a precise and thorough manner.

In a similar vein, Khare and Yadav (2016) reveal that students continue to overlook disciplines linked to social studies and humanities. The pupils' distaste for the social studies or Araling Panlipunan subject can be attributed to several things. In order to ignite students' excitement for the subject, teachers must look into various teaching techniques.

It is true that students should find their classroom experiences engaging and enjoyable, and Araling Panlipunan is no exception. In order to make learning enjoyable and engaging for students, Chukwuemeka (2022) suggests the following activities: break up lessons into manageable chunks, give students options, incorporate games, form learning groups, be active, try hands-on learning, and stimulate creativity.

The conceptualization of this study is rooted in this phenomenon. Understand the methods and difficulties of teachers in engaging pupils in Araling Panlipunan is the goal of this study. With the goal of improving Araling Panlipunan instruction and making it more engaging for students, this study seeks to disclose the pedagogies to bridge the gap.

II. METHOD

A qualitative phenomenological research design was used in this investigation. The phenomenological method to qualitative research, as stated by Flood (2010) and quoted in Tomaszewski et al. (2020), concentrates on the essential components of a lived experience, or phenomena, that can be seen or felt by people with different points of view.

The strategies used by primary school instructors to make learning engaging were examined in this study. In order to collect information for this study, eight (8) teacher participants who teach Araling Panlipunan in the Daliaon District were included. The participants were purposively selected informants with a minimum of three (3) years of teaching experience.

According to Graunke (2018), who cites Creswell (2014), purposive sampling entails choosing participants based on the belief that they could offer insights into your investigation. For instance, working with a faculty adviser to obtain the organization's roster might be helpful if your objective is to comprehend the experiences of students in a student organization. Making sure that the viewpoints of the students you recruit offer the data required to strengthen your conclusions is ensured by using purposeful sampling techniques.

In qualitative phenomenology, the informants talked about their experiences and observations of the topic under study. It is important to keep in mind that during the information-gathering process, the researcher could employ focus groups or in-depth interviews to acquire information. The participants communicate their subjective and objective opinions based on their individual experiences. The researchers' primary focus while analyzing the data gathered should be on the shared experiences and ideas that participants frequently bring up. An essential component of data analysis is classifying the participant's relevant utterances as they appear in the verbal transcriptions. The researcher must be able to adequately understand and analyze the data in order to complete this process.

The rules of ethical conduct for this study, which include beneficence, fairness, consent, secrecy, and regard for human dignity, were adhered to. It is my duty as the researcher to generate trustworthy study findings. Essentially, my role was to conduct the interviews and discussions using the research questions and thought-provoking rhetoric. The analysis and transcription of the study's information data were carried out by me. Thematic analysis was utilized to extract categories, codes, and themes from the spoken transcriptions. The topics were thoroughly examined, providing insight into the study's findings.

In my capacity as the researcher, I thoroughly examined the phenomenon using the real experiences of the participants. The major processes involved in this method of inquiry were having in-depth talks, overlaying and connecting the discoveries, and giving the phenomenological inquiry color and significance. Furthermore, prior to conducting in-depth interviews with participants, this phenomenological scrutiny secured their consent. In order to guarantee that the participants were clear on any component of the study, I also made sure they understood they could ask questions. I got permission to record my conversation with them. They received guarantees that all data would be maintained in the utmost secrecy and would only be utilized for educational reasons.

I meticulously validated the accuracy of the information data throughout the process. The evaluation of consistency consisted of contrasting participant perceptions, information obtained from inquiries and participant sharing during interviews, and observations and discussions. The transcripts of each interview session were gone over by the participants. Researchers can gain valuable insights into the accuracy, completeness, fairness, and validity of their data analysis, according to Patton (2002). Participants can help verify the findings and ensure that the researcher was asking the right questions and that each summary of the interview session was accurate.

In summary, this study makes use of qualitative phenomenology. Strict adherence was made to the methodology and procedures for collecting data from the participants. The transcriptions were analyzed and coded, leading to the development of themes that characterized the study's findings.

III. RESULTS AND DISCUSSIONS

Based on the data collected, the study identified the following strategies that were employed by Araling Panlipunan teachers to stimulate students' interest in the subject:

➤ *Film-Viewing.*

Film-Viewing is one of the themes of the strategies used by Araling Panlipunan teachers. Russell (2009) recognizes that using films to teach social studies or Araling Panlipunan can motivate students by bringing them closer to the people, events, and topics they are studying. Teaching social studies-related content through movies is thought to be an effective teaching method. Historians have also claimed that historical depictions on film can provide a precise understanding of the past and that they affect and influence a viewer's perspective on the past.

➤ *Role-Playing.*

Role-playing is yet another method to generate interest in Araling Panlipunan. Through role-playing exercises, students can pretend to be someone else or act out a scenario. Glover (2014) highlights that role-playing is an approach that gives students the chance to look into real-world scenarios through controlled interactions with others,

gaining experience and trying out different strategies in a safe setting.

➤ *Collaborative Learning.*

For the participants, collaborative learning is considered to be an excellent method for encouraging students to learn Araling Panlipunan when they collaborate on projects or learning assignments in groups. Supporting the assertion is Valamis (2022), who describes collaborative learning as the educational strategy that uses groups to improve learning through cooperation. In groups of two or more, students collaborate to find solutions to issues, accomplish tasks, or acquire up fresh information. Rather than relying just on rote memorizing of data, this method actively involves students in the processing and synthesis of knowledge.

Along with strategies, this study reveals the difficulties participants faced in engaging students in the learning process. The themes that emerged from the difficulties were as follows:

➤ *Lack of instructional materials.*

The participants faced a challenge of not having enough educational materials. In support, Maffea (2020) argues that the real problem at hand is a shortage of instructional tools in the classroom. This issue impacts students and educators, as well as the children's parents. A shortage of resources in the classroom can cause considerable distress for both students and teachers. In this study, the effort of instructors in making learning attractive in Araling Panlipunan is hampered by the lack of instructional materials that they could utilize.

➤ *Lack of trainings for teachers.*

One of the major issues that Araling Panlipunan teacher-participants have is a lack of training. According to Uyar and Karakus (2017), all teachers struggled to select an appropriate project topic for their students and social milieu. It was discovered that teachers faced difficulties because of the lack of physical opportunities or training, and resources with the inappropriateness of proposed curriculum topics for students levels.

This study provides insights useful in Araling Panlipunan teaching by interweaving teachers' phenomenological experiences in making lessons appealing to students. This study suggests that the education department should prioritize the provision of instructional supplies. Similarly, trainings and seminars for Araling Panlipunan instructors must be held to upskill them in making the learning engagement in the classrooms engaging to youngsters.

In summary, teachers in Araling Panlipunan used film-viewing, role-playing, and collaborative learning practices that students found appealing. These strategies have proved to be successful in inspiring pupils to learn. Meanwhile, the teachers faced obstacles such as a lack of instructional resources and teacher training. These problems stymie instructors' efforts to provide engaging learning activities in

the classroom. Thus, this study proposes that instructional supplies and teacher training be prioritized.

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