



Republic of the Philippines
Department of Education
REGION IV-A CALABARZON
CITY SCHOOLS DIVISION OF BIÑAN CITY

Project SSINB (Social Studies Interactive Notebook): A Pedagogical Tool in Improving Student's Academic Performance in Araling Panlipunan 10



MARY ANN C. MUTUC
Teacher II
Mamplasan National High School

ABSTRACT

This action research paper explores the significance of learning styles in facilitating academic success and proposes the integration of interactive notebooks as a teaching method to improve the educational experience in Araling Panlipunan classrooms. Understanding students' learning styles allows educators to tailor their teaching methods, accordingly, fostering more effective learning environments. Despite the challenges posed by limited access to technology in some schools, interactive notebooks offer a feasible and engaging alternative. This study investigates the impact of interactive notebooks on the academic performance and attitudes of Grade 10 students towards Araling Panlipunan. A sample of forty students participated, and their grades were analyzed using a t-test to assess the effectiveness of the intervention. Results suggest that integrating interactive notebooks into classroom activities not only improves academic performance but also enhances students' attitudes towards the subject. This research contributes to the ongoing discourse on innovative teaching methodologies and underscores the importance of adapting instructional strategies to meet the diverse learning needs of students.

Keywords: interactive notebooks, learning tool, pedagogical tool

INTRODUCTION

Learning styles are important to success because they provide individual with strategies and techniques on how to learn into a particular subject. Each person has a preferred learning style or mix of styles, and this helps the individual to learn and assimilate knowledge in a more efficient way. Learning styles are vital to success since they give individuals ideas and approaches on how to study into a certain subject.

Fleming (1987), an educational theorist, developed the VARK learning styles. This was designed to assist both educators and students in changing their methods to improve their ability to retain new information. VARK, which stands for Visual, Aural, Read, and Kinesthetic, refers to the many learning preferences that humans have when picking up new knowledge.

The ability to understand student learning styles can increase the educational experience. Teachers might adjust their teaching style so that it is more congruent with a given student's or class of students' learning style. One of the most important uses of learning styles is that it makes it easy for teachers to incorporate them into their teaching.

As Araling Panlipunan involves a lot of reading, many people believe it to be uninteresting. But a committed teacher will always look for ways to inspire students to participate in various classroom activities and to boost students' performance. There are many different approaches to instructing students. Yet one of the best methods to teach students is through interactive classroom activities if we really want students to engage with the lesson and not just memorize facts or statistics. The classroom experience can be made more successful and satisfying by using

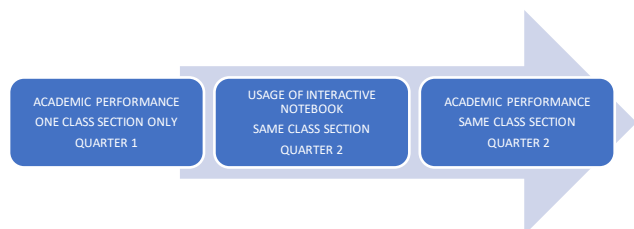
interactive classroom activities that help students understand what they are learning on a deeper, more integrated level. The use of new technology in the teaching process is very evident now but not in all schools. We know that not all schools have access to free internet, and there are not enough computers, laptops, or tablets available for students especially in public schools. It is not a bad idea to return to more traditional teaching methods. The researcher will use an interactive notebook to encourage active participation of selected Grade 10 students in the teaching-learning process of Araling Panlipunan 10 and they will investigate whether doing so will have a positive impact on their academic performance. Interactive notebooks are one the trends in classroom activities. An interactive notebook is a well-organized notebook that contains lecture notes, interactive exercises, and/or reflection exercises. Waldman and Crippen (2009) suggested that the format of the interactive notebook must be strictly defined, the utility of the design allows for the inclusion of a wide range of existing classroom activities. The success of the usage of interactive notebook will depend on teacher's preferences especially on design and structures of the interactive notebook.

According to Jochen (2014), she had seen so many benefits with the usage of interactive notebooks over the past years, as well as grown and developed as a teacher to better help her students. Yaylak (2020) concluded in his study that students participated in his research enjoyed doing activities together and expression of this situation can be said to show they developed esthetic feelings. Creating an interactive notebook could aid teachers in motivating students to take an interest in social studies lessons. Integrating interactive notebook in classroom activities might really help not only in improving student's academic

performance but it might also enhance learner's attitude towards Araling Panlipunan subject.

METHODOLOGY

The research adopted a conceptual Model below to conduct the study following a strict implementation of its process.



The figure above shows the conceptual model of the study. The use of the interactive notebook begun in the second quarter of the current school year. The researcher used one section only to test her research efficiency.

Grade 10 students from the school year 2023-2024 were utilized as the respondents of the study. The researcher utilized only one (1) section in Grade 10 level consisting of 40 students.

The group of students selected by the researcher was diverse. Both slow and fast learners make up the portion. The purposive type of sampling technique was utilized for this study. This sampling technique was appropriate for the conduct of this research as the researcher will also be the one to handle the group to be used as the respondents. The effectiveness of the proposal has been more keenly observed when the researcher had the first-hand experience with the process.

RESULTS

After collecting the data, the researcher analyzed them by using statistical analysis. The researcher compared the grades of the two consecutive quarters and was subjected to appropriate statistical treatment. This was conducted to find out whether the

utilization of interactive as a learning tool could help in improving student's performance in Araling Panlipunan

To solve the mean score of both quarters, the Average Weighted Mean (AWM) was used. To check the significance difference of the problem – performance of the students after using interactive notebook in the paired t – test was used with the help of the computer software Microsoft Excel. After the thorough analysis, the following results are discussed below:

1. Level of Proficiency before and after the Intervention

There is significant improvement in students' proficiency levels following the intervention implemented between the first and second quarters. Before the intervention, most students fell within the "Fairly Satisfactory" category, with none meeting the "Outstanding" criteria. However, after the intervention, there was a notable increase in the number of students achieving "Outstanding" and "Satisfactory" levels, indicating a positive impact on overall student performance. The "Did Not Meet Expectations" or "At Risk of Failing" category remained zero in both quarters, and this suggests a successful intervention strategy.

2. Significant difference in the academic performance of the students after the use of interactive notebook. The overall Level of Proficiency in Satisfactory level (80-84) increased.

The results of the paired two-sample t-test reveal a notable distinction in the average scores between the 1st and 2nd quarters. With a computed t-statistic of -8.97 and a p-value of approximately 5.02E-11, significantly below the usual significance threshold of 0.05, we can confidently reject the null hypothesis, indicating a meaningful variance in means. Moreover, the correlation coefficient of 0.91 indicates a very positive correlation between the paired observations. This suggests that the used of interactive notebook implemented between on the second quarter resulted in a statistically

significant enhancement, as evidenced by the elevated mean score in the second quarter.

DISCUSSION

This study on the utilization of interactive notebooks in the Araling Panlipunan subject has left an indelible mark on both the students and the researcher. By integrating this innovative approach, the mere notebook turned into a powerful tool for students to enhance their performance.

Based on the significant difference observed in the performance of Grade 10 students between Quarter 1 and Quarter 2, it is strongly recommended to implement interactive notebooks as a pedagogical tool to enhance learning outcomes. Adopting interactive notebooks holds promising potential to elevate the performance levels of Grade 10 students and support their academic fulfilment.

Future researchers may conduct similar studies about the utilization of interactive notebooks as an intervention tool in improving the performance of the students not just in Araling Panlipunan but also in other subjects.

ACKNOWLEDGEMENTS

The proponents' sincere gratitude goes out to everyone who helped to see her action research project through to its conclusion. Throughout this journey, their assistance, direction, and encouragement have been invaluable.

The proponent also extends his gratitude to the City Schools Division of Biñan City and the Local Government Unit of Biñan City for the support on the conduct of the study.

Likewise, the result of the study is offered to the Division to serve as basis for educational plans and further improvement of the delivery of quality education in the Division.

REFERENCES

- Yaylak, E. (2020). Opinions of Secondary School Students with Interactive Social Studies Notebooks (ISSN) on Values Development. *Educational Policy Analysis and Strategic Research*, 15(3), 33-55.
- Waldman, C., & Crippen, K.J. (2009). Integrating Interactive Notebooks: A Daily Learning Cycle to Empower Students for Science. *The Science Teacher*, 76, 51.
- Wist, C. (2006). Putting it all together: Understanding the research behind interactive notebooks. Master's thesis, College of William and Mary, Williamsburg, VA.
- 7 Reasons to Use Interactive Notebooks - Minds in Bloom. (n.d.). Retrieved from <https://www.melioeducation.com/blog/vark-different-learning-styles/?fbclid=IwAR04xMC-rF7wi6FKAkgrbXYpr3GuauXbLdgemmhDUov8TXVomz3KiPFxp-o>.