



Improving the Conceptual Understanding of Grade 9 Learners in Araling Panlipunan Using Project P.L.U.M.A (Presenting Learners Understanding Using Mind- Mapping Activity)

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ABSTRACT

This study sought to developed and utilized Project PLUMA to enhance the conceptual understanding of Grade 9 learners in Araling Panlipunan. Specifically, this study sought to identify the pretest scores of the student before the implementation of Project PLUMA, determine the posttest scores of the students after the implementation of Project PLUMA, analyze the significant difference on the pretest and posttest scores of the students before and after the implementation of Project PLUMA, and identify the implication of Project PLUMA to the conceptual understanding of the students in Araling Panlipunan. The respondents of this study are the Grade 9 learners from Ungos Integrated National High School for school year 2023-2024. The researcher utilized quantitative research that employed one-group pretest-posttest design. Based on the result of the study, it is concluded that the scores of the students in the pretest is relatively low that is why there is a need to develop classroom instruction and activities to improve their performance in Araling Panlipunan 9. The Project PLUMA were developed to enhance the performance of the students in Araling Panlipunan. There is a significant difference on the pretest and posttest scores before and after the utilization of Project PLUMA, and the Project PLUMA is effective in enhancing the scores and level of mastery of Grade 9 students in Araling Panlipunan.

Keywords: Mind Map, Conceptual Understanding, Araling Panlipunan

INTRODUCTION

To teach is to touch lives. This statement shows how crucial the role of teachers in teaching the lesson for the students to develop mastery and skills necessary for their everyday lives. It is the responsibility of the teacher to make learning process motivating, attractive, and participative through the use of several teaching pedagogies. Using different strategies in teaching, it encouraged meaningful learning experiences to the learners. Thus, it will lead to positive learning outcome and better academic performance. Furthermore, teachers are expected to have a wide perspective on how to use several teaching strategies inside the classroom in order to developed 21st century skills among learners.

Araling Panlipunan is one of the subjects in the basic education in K to 12 Program in the country. According to Corpuz and Salandanan (2015), mastering the learning competencies in Araling Panlipunan is expected to contribute to the holistic development of a citizen who is aware and knowledgeable of and critically analyzes current social issues and concerns in the local as well as in global level. This awareness is an enlightened one and so leads to respond ethically and participate actively in the resolution of these issues and concerns. As early as Grade one (1), this subject is already introduced.

The foundation of Araling Panlipunan's teaching is a profound knowledge and grasp of the subject and its distinctive objectives. Students who participate in social studies programs are more equipped to recognize, comprehend, and address the issues affecting our varied country in a globe that is becoming more interdependent. Students should be assisted in acquiring and mastering the competencies, attitudes, and information necessary to be capable and responsible citizens throughout their lives. Though the goals and objectives of Araling Panlipunan curriculum are clearly stated, still there are problems and challenges that surfaced in the teaching-learning process of the subject matter. As cited by Guarin and Salcedo (2018), problems arise in the teaching of Araling Panlipunan subject, for instance the acquisition of skills in a certain topic or lesson. It is important that Araling Panlipunan teachers learn to teach social studies standards to both special needs and general learners. However, there is no single technique, approach or strategy that will accomplish this because of the complex nature of the Araling Panlipunan. The complexity rests in the diverse nature of the Araling Panlipunan, the wide variety of Araling Panlipunan teachers, the range of learning problems held by learners who are in Araling Panlipunan classrooms, and the many differences among the social studies standards themselves.

Araling Panlipunan Teachers in Ungos Integrated National High School put premium in the utilization of 21st century teaching and pedagogy in order for the learners to master the learning competencies as stipulated in the curriculum. However, the performance of the students toward the subject is quite challenging. The overall mean and mean percentage score for S.Y 2022-2023 in Araling Panlipunan is 28.57 and 73.11 respectively that falls under

moving towards mastery. The figure tells that there is a need to enhance further the performance of the students in Araling Panlipunan in order to achieve at least 95% and achieve Mastered category which means 95% of all the learning competencies were met by the learners.

The Project PLUMA (Presenting Learners Understanding Using Mind-Mapping Activity) aims to enhance the motivation and conceptual understanding of the learners in Araling Panlipunan. Specifically, it sought to reinforce the teaching-learning process in the subject, increase students' motivation and academic performance of the students in Araling Panlipunan. Through mind mapping activity, the learners will be able to present their ideas logically and systematically. They will be able to generalize the concepts through the use of mind map that will result to higher retention and increased in motivation to learn the subject.

Research Questions:

This study sought to develop and utilize Project PLUMA to enhance the conceptual understanding of Grade 9 learners in Araling Panlipunan. Specifically, this study sought answers to the following questions.

1. What is the pretest scores of the student before the implementation of Project PLUMA
2. What is the posttest scores of the students after the implementation of Project PLUMA?
3. Is there a significant difference on the pretest and posttest scores of the students before and after the implementation of Project PLUMA?
4. What is the implication of Project PLUMA to the conceptual understanding of the students in Araling Panlipunan.

METHODS

Research Design

The researcher utilized quantitative research that employed one-group pretest-posttest design. According to Creswell (2013), quantitative research is an approach for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures. According to Mills & Airasian (2019), one-group pretest-posttest design is a quasi-experimental research design in which the same dependent variable is measured in one group of participants before and after a treatment is administered. In this study, the independent variable is the Project PLUMA while the dependent variable in this study is the conceptual understanding of Grade 9 learners in Araling Panlipunan. The researcher analyzed whether the scores of the respondents in the pretest and posttest are significantly different before and after the utilization of Project PLUMA.

Locale of the Study

This study was conducted at Ungos Integrated National High School in Real District, Schools Division of Quezon Province. The researcher chose this locale to improve the conceptual understanding of Grade 9 learners at Ungos Integrated National High School in Araling Panlipunan subject. In addition, this is the school where the researcher teach for 10 years where he is able to identify the existing problem in classroom instruction and conceptual understanding of the students in the subject.

Research Respondents

The respondents of this study are the Grade 9 learners from Ungos Integrated National High School for school year 2023-2024. The target respondents of this study were chosen who has a lower mean percentage score in the pretest which was given by the researcher. Based on the pretest, the respondents of this study are students from Section Patience. There are total of 37 students in this section but the actual number of respondents are 31 because some of them are absent either on pretest or in posttest.

Research Instrument

The researcher prepared a pretest and posttest in the form of multiple choice in order to collect quantitative data from the respondents. There are 40 items distributed to easy, average, and difficult questions. The topics included in the test are topics from the first quarter of Grade 9 such as Nailalapat ang kahulugan ng ekonomiks sa pang-araw-araw na pamumuhay bilang isang mag-aaral, at kasapi ng pamilya at lipunan, Natataya ang kahalagahan ng ekonomiks sa pang-araw-araw na pamumuhay ng bawat pamilya at lipunan, Nasusuri ang iba't-ibang sistemang pang-ekonomiya, Natatalakay ang mga salik ng produksyon at ang implikasyon nito sa pang-araw-araw na pamumuhay, Nasusuri ang mga salik na nakaaapekto sa pagkonsumo, and Naipagtatanggol ang mgakarapatan at nagagampanan ang mga tungkulin bilang isang mamimili. After the preparation and development of pretest and posttest, the researcher asked the school principal and head teacher of the subject area to validate the test. It was revised depending on the comments and suggestions of the validators. The researcher conducted also pilot testing of the prepared questionnaire to determine its reliability, validity, and accuracy.

Data Gathering Procedure

After the preparation and validation of the test, the researcher is now ready to conduct the study. Prior to this, the researcher sought an approval letter to the school principal of participating school and to the public schools district supervisor where the school is located. Moreover, the researcher informed the target respondents that they were part of the study. After securing all the necessary approval and communication letters, the researcher distributed the pretest to the target respondents. The researcher collected and checked the test of the respondents. Then, the researcher implemented and utilized Project PLUMA for the whole first quarter. After the implementation, the researcher distribute the posttest.

Afterwards, the researcher had tallied, analyzed, and interpreted the result using appropriate statistical treatment.

It is the responsibility of the researcher to secure the scores of the respondents as well as their information. No names and other information of the respondents were revealed in the study. The scores of the respondents were not affect the grades or additional merit to their performance. The data which were gathered was treated with utmost confidentiality and for research purposes only.

Statistical Treatment

1. Mean. It was used to determine the mean score of the respondents in pretest and posttest.
2. T-test for dependent samples. It was used to determine the significant difference on the pretest and posttest scores of the respondents.

RESULTS AND DISCUSSION

This section presents the analysis, interpretation, and the discussion of data collected.

Table 1. Mean Score and MPS of Grade 9 Sections on the Pretest in Araling Panlipunan.

Section	Mean	MPS
Love	22.80	57.01
Courage	17.47	43.67
Wisdom	15.16	37.19
Patience	14.83	37.07
Hope	17.65	44.11

Table one (1) shows the mean and MPS of Grade 9 sections on the pretest in Araling Panlipunan. Based on the figure, section Love got the highest mean score that is 22.80 and highest mean percentage score of 57.01 among five sections in Grade 9. While section Hope got the lowest mean score of 14.83 and a mean percentage of 37.07. It only connotes that Love have a good prior knowledge in Araling Panlipunan 9 particularly the topics in the first quarter such as Nailalapat ang kahulugan ng ekonomiks sa pang-araw-araw na pamumuhay bilang isang mag-aaral, at kasapi ng pamilya at lipunan, Natataya ang kahalagahan ng ekonomiks sa pang-araw-araw na pamumuhay ng bawat pamilya at lipunan, Nasusuri ang iba't-ibang sistemang pang-ekonomiya, Natatalakay ang mga salik ng produksyon at ang implikasyon nito sa pang-araw-araw na pamumuhay, Nasusuri ang mga salik na nakaaapekto sa pagkonsumo, and Naipagtatanggol ang mgakarapatan at nagagampanan ang mga tungkulin bilang isang mamimili. On the other hand, section Patience got the lowest mean score of 14.83 and mean percentage score of 37.07. It only connotes that section Patience requires immediate intervention in order to enhance their performance in Araling Panlipunan. It only means that this section served as the respondents of the study.

Table 2. Mean, MPS, and Standard Deviation of the Pretest Scores and Posttest Scores of Grade 9 Patience

	Mean	MPS	Standard Deviation
Pretest	14.83	37.07	5.47
Posttest	30.58	76.45	2.96

Table 2 shows mean, MPS, and the standard deviation of the pretest and posttest scores of Grade 9 Patience. Based on the result, mean score and the MPS of Grade 9 students in the pretest is 14.83 and 37.07 respectively with a standard deviation of 5.47. It only connotes that there is a need to enhance the level of mastery of the students in Araling Panlipunan. Based on the MPS of the students, their mastery level falls on average level. On the other hand, the mean score and the MPS of Grade 9 students on the posttest is 30.58 and 76.45 respectively with a standard deviation of 2.96. It only shows that the scores of the students on the posttest are relatively close with each other. Moreover, there is an increase on their mean score and mean percentage score. Based on the MPS, the level of mastery of the students fall under moving towards mastery. Though it did not meet at least 90% of the mastery level, it can be gleaned further that most of the competencies on the first quarter in Araling Panlipunan were learned by the students. It is suggested to revisit the Project PLUMA and make necessary adjustment to further improve the project to reach the prescribed level of mastery of the learning competencies. The result of this study was supported by the study of Guarin & Salcedo (2018) where they recommended that interventions and remediation must be conducted to further enhance the Araling Panlipunan skills of the students particularly in the areas where they obtained low level of acquisition; teachers may conduct activities that would call for developing the higher order thinking skills of the students.

Table 3. Test of Significant Difference on the Pretest and Posttest Scores of the Students Before and After the Utilization of Project PLUMA.

	Mean	t-test	P-value	Decision	Remarks
Pretest	14.83	17.30	0.00	Reject Ho	There is a significant difference on the pretest and posttest scores
Posttest	30.58				

Table 3 shows the test of significant difference on the pretest and posttest scores of the students before and after mind mapping activity. Based on the result, the t-test between the pretest and posttest scores is 17.30 and the p-value is 0.00. Since the p-value is lower than 0.05 level of significance, the null hypothesis should be rejected. Hence, there is a significant difference between the pretest and posttest scores of Grade 9 students before and after the

utilization of Project PLUMA. Furthermore, the Project PLUMA enable the learners to enhance their performance and level of mastery in Araling Panlipunan for the first quarter. Based on the study of Nacilla & Dolotallas (2019), they revealed a significant difference on the pretest and posttest scores of the students when exposed to Mind Mapping strategy and Lecture Method. This study concluded that Mind Mapping strategy can improve the performance in Biology of the students.

CONCLUSIONS

Based on the result of the study, the following conclusions were drawn:

1. The scores of the students in the pretest is relatively low that is why there is a need to develop classroom instruction and activities to improve their performance in Araling Panlipunan 9.
2. The Project PLUMA were developed to enhance the performance of the studens in Araling Panlipunan.
3. There is a significant difference on the pretest and posttest scores before and after the utilization of Project PLUMA.
4. The Project PLUMA is effective in enhancing the scores and level of mastery of Grade 9 students in Araling Panlipunan.

RECOMMENDATIONS

Based on the aforementioned conclusions of the study, it is recommended that:

1. Teachers should monitor the performance of the students in the subject.
2. The teacher should revisit the Project PLUMA to know its strength and weakness to further enhanced the project.
3. The school administrator should provide technical assistance in the implementation of Project PLUMA and to be included in the School Improvement Plan.
4. Similar studies may be conducted as regards on strengthening the teaching-learning process in Araling Panlipunan.

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