



LaroTuro (Teaching Game Approach): Its Effectiveness on Test Performance in Araling Panlipunan (Social Studies) of Grade III Learners in Dadiangas West Central Elementary School

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Abstract

Background. Araling Panlipunan (term for Social Studies in the Philippines) is one of the subjects included in the K-12 curriculum that learners tend to find uninteresting. It is often ignored and considered as a minor subject.

Objectives. To gain insight into the problem and contribute to addressing it, this study aimed to determine the effectiveness of LaroTuro (Teaching Game Approach in the Philippines) as an intervention in improving test performance in Araling Panlipunan.

Materials and methods. Using an embedded experimental mixed-method design, twenty-eight (28) selected Grade III learners from Dadiangas West Central Elementary School participated in the study during the 2023-2024 academic year. Pre-test and post-test assessments, along with interviews, were conducted. A statistical analysis involved in carrying out the study comprised t-tests, descriptive statistics, and thematic analysis to measure the effect of the intervention.

Results. The findings revealed that before implementing the method of LaroTuro as an intervention, learners had a very low level of test performance in Araling Panlipunan due to factors like information overload, teacher-centered instruction, and limited engagement. However, after the intervention, they achieved a high level and significant enhancement in test performance, attributing to the features of the intervention such as comprehensible scope and sequence of topics, participatory game-based learning, and questioning techniques.

Conclusion. LaroTuro effectively improves the learners' test performance in Araling Panlipunan, elaborated by relationship patterns between factors and features. This research recommended conducting further studies incorporating other local games to optimize the effectiveness and practicability of LaroTuro.

Keywords: LaroTuro, test performance, Araling Panlipunan, Dadiangas West Central Elementary School.

Introduction

Social studies is a discipline that deals with human relationships and the way society works. It has been part of the basic and higher education curricula across the globe (Crisolo et al., 2021). It is met with a general perception of a broad field (Dwomoh, 2022) in which many teachers struggle with the lack of learners' interest in the content, specifically in history. This lack of interest translates into a lack of motivation to learn, so learners seem uninterested and perceive it as a boring subject (Crisolo et al., 2021). According to the most recent results of the 2022 National Assessment of Educational Progress (NAEP), only 13% of learners earned a "proficient" score in U.S. history (The Nation's Report Card, 2022; Poff, 2023). Also, few states used assessments to monitor learners' achievement in social studies (Grossman, 2023).

Torres and Tan (2019) examined the challenges faced in social studies education in the Philippines, including issues related to curriculum, teaching methods, and teacher training. Only 10% of learners in the Philippines met the minimum performance level in Araling Panlipunan (Madarang, 2021). According to the data gathered from children's academic performance, Araling Panlipunan has consistently been the lowest-performing topic in the national context, scoring only 74% on the NAT out of a possible 100% competency norm (Aguimlod et al., 2023). Learners' test results occasionally may deteriorate (Tomines et al., 2021).

The problem was apparent at Dadiangas West Central Elementary School, the examination of the secondary data has been thoroughly collected by the researchers. It has been found that 51.515 % of the Grade III learners attained low test performance in Araling Panlipunan for the 2nd grading period during the school year 2022-2023. The acquired low percentage has notified the researchers to respond to the ne-

cessities of learners as well as to provide better intervention with the aforementioned respondents.

The researchers discovered that a localized game-based learning strategy can be a potential solution to address the low level of test performance in the Araling Panlipunan given the aforementioned problem and based on the analysis of desired outcomes and opportunities. To gain insight into the problem and contribute to addressing it, a program called “LaroTuro” was designed into an instructional strategy by incorporating local games into teaching. LaroTuro originates from the Filipino words “laro” and “turo”. “Laro” translates to “play” in English, while “turo” means “teach”. Therefore, LaroTuro embodies the concept of learning through play.

Various national and international research studies have been conducted to show the effectiveness of game-based learning strategies to increase learners’ test performance. Research studies have shown that integrating learning with a game-based approach can improve learner engagement, foster greater learner investment in the course, and harmonize teachers and learners’ preferences (Scholz et al., 2021; Lee et al., 2021; Masalunga, 2021).

The purpose of this study was to determine the effectiveness of LaroTuro in improving the test performance in Araling Panlipunan of Grade III learners.

Materials and Methods

Study Subjects

This study involved the twenty-eight (28) Grade III – La-waan learners ages 8-of Dadiangas West Central Elementary School, Magsaysay Avenue, Dadiangas West, General Santos City. The data of the subjects is handled with confidentiality, and informed consent.

Design of the Study

This study employed an embedded experimental mixed-method design to evaluate the effectiveness of LaroTuro as an intervention on improving test performance in Araling Panlipunan of the learners. The research instrument used to gather quantitative data was the 30-item pre- and post-test questionnaires, it was statistically analyzed to assess the intervention’s effectiveness through analyzing the mean, standard deviation, and percentages. The assessment underwent a reliability test that showed a Guttman Split-Half Coefficient value of .711 which indicated that the instrument is reliable. The questionnaire undergo content validity by master teachers and experts in the field.

For the collection of qualitative data, researchers conducted tailored semi-structured interviews with the subjects. These interviews, both pre- and post-interview, comprised five items each, ensuring that the questions and format are age-appropriate and engaging. Each subject participated in a 16-27-minute interview session. Boese (2022) states that the average attention span of a third-grader learner is between 16 and 27 minutes. The interview questionnaire had also undergone validation by master teachers and experts in the field of social studies.

Six (6) intervention plans were made and implemented in the class for ten (10) days with four (4) sessions a week during the Araling Panlipunan class hour. It consisted of six (6) localized Filipino games in Region XII which are Tigso (Cotabato),

Karera ng Sako (Sarangani), Labay Tunga (General Santos), Sipa Tsinelas (Sultan Kudarat), Slad Sol (South Cotabato), and Stura Lata (South Cotabato). It covered lessons on the 2nd quarter of Araling Panlipunan 3 in the K-12 Basic Education Curriculum, Ang Kwento ng Lalawigan sa Ating Rehiyon.

Statistical Analysis

Descriptive statistics was used to summarize and describe the characteristics of the study subjects, as well as the pre and post-test of Araling Panlipunan. The scale below, adapted from DepEd Order No. 8 s. 2015, was employed to describe the level of test performance in Araling Panlipunan.

Numerical Range	Description	Interpretation
28-30	Outstanding	Very High
26-27	Very Satisfactory	High
24-25	Satisfactory	Moderate
22-23	Fairly Satisfactory	Low
21 and below	Did Not Meet Expectations	Very Low

Moreover, a t-test was employed in this study to examine the correlation between the independent variable which is the LaroTuro, and the dependent variable which is the test performance in Araling Panlipunan. According to Bevans (2020), to ascertain whether an intervention has an impact on the target population or whether two groups differ from one another, hypothesis testing frequently uses a t-test. The result has been tested at a 0.05 level of significance.

Furthermore, the thematic analysis was used to analyze qualitative data between the reasons for low test performance in Araling Panlipunan and the attributes of intervention. Thematic analysis is a qualitative research method that involves analyzing a set of texts, such as interview transcripts. The purpose of the analysis is to identify recurring patterns, topics, and ideas that emerge from the data. The researcher closely examines the data to identify common themes and patterns of meaning (Caulfield, 2019).

Results

Table 1. Level of Test Performance in Araling Panlipunan of the Learners before the LaroTuro was Applied

Score	f	Percentage	Description	Interpretation
28-30	0	0%	Outstanding	Very High
26-27	0	0%	Very Satisfactory	High
24-25	0	0%	Satisfactory	Moderate
22-23	0	0%	Fairly Satisfactory	Low
21 and below	28	100%	Did Not Meet Expectations	Very Low
Mean			9.07	
SD			2.78	
Description			Did Not Meet Expectations	
Interpretation			Very Low	

Table 1 presents the test performance of the learners in Araling Panlipunan before the LaroTuro was applied. The data shows that twenty-eight learners (100%) got a

score of 21 and below described as did not meet expectation. Meanwhile, none of the learners (0%) got a score of 22-23, 24-25, 26-27, and 28-30 described as fairly satisfactory, satisfactory, very satisfactory, and outstanding respectively. The table also shows that the overall mean for the pre-test is 9.07 described as did not meet expectation with a standard deviation of 2.78. This implies that the learners had a very low level of test performance in Araling Panlipunan before the LaroTuro was applied.

The Grade III learners have reached a very low level of test performance in the competency, “Nakabuo ng timeline ng mga makasaysayang pangyayari sa rehiyon sa iba’t ibang malikhaing pamamaraan”, specifically in the timeline of South Cotabato. They are having difficulty in organizing historical events in chronological order which hinders their ability to understand and connect historical events accurately. They may lack in-depth analysis or exploration of the causes, consequences, and significance of each event. Other than that, the learners were also observed to have difficulty in constructing timelines because they were not exposed to and practiced it in the first place. This means that the percentage mean score in the pre-test should improve for the LaroTuro to become significant.

Table 2 presents factors that affected the very low level of test performance of the learners before the LaroTuro was applied.

Theme 1: Information Overload. The very low level of test performance of the learners can be attributed to the information overload introduced during the Araling Panlipunan class. This factor based on the response of the learners before the LaroTuro was applied; struggles with understanding terminology and the burden of memorizing extensive

numerical data in Araling Panlipunan, ultimately leading to confusion and hesitancy in recall. This implies that the factor that contributed to the learners’ very low test performance in the Araling Panlipunan before the implementation of LaroTuro is information overload.

Theme 2: Teacher-Centered Instruction. The very low level of test performance of the learners can be attributed to the teacher-centered instruction introduced during the Araling Panlipunan class. This factor is based on the learners’ responses before the implementation of LaroTuro. Therefore, teacher-centered instruction essentially entails the teacher taking the lead and often directing learners to write, followed by memorizing timelines of events. This suggests a lack of enthusiasm from the teacher regarding the Araling Panlipunan, leaving it devoid of activities compared to other learning areas. This implies that the factor that contributed to the learners’ very low test performance in the Araling Panlipunan before the implementation of LaroTuro is the teacher-centered instruction.

Theme 3: Limited Engagement of Learners. The very low level of test performance of the learners can be attributed to the limited engagement of learners introduced during the Araling Panlipunan class. This factor based on the responses of the learners means that they experience boredom and sleepiness that diminished motivation, interest, and investment in learning. They are sometimes annoyed by their peers which hampers their ability to absorb historical concepts. So, limited engagement of learners with the Araling Panlipunan, coupled with a lack of attention and interactive activities, can weaken learners’ interest.

This implies that the factor that contributed to the learners’ very low test performance in the Araling Panlipunan before the

Table 2. Factors that Affected the Very Low Level of Test Performance of the Learners before the LaroTuro was Applied

Utterances	Code	Categories	Theme
“malimtan nako ibang lisod na words” [I tend to forget difficult words quickly]	Difficulty in word terminology	Recalling problem	Information overload
“Ahhmm... Medyo lang po, kasi maraming mga numbers e memorize” [There are many numbers to memorize]	Challenges of memorizing historical dates		
“malibog ko kay daghan dates” [I became confused because there were too many dates.]	Hesitancy	Confusion	
“Hindi sure kung tama among gibuhay nga box na may dates” [I’m not sure if the box containing the dates we created is correct.]	Uncertainty		
“opo sigeg pacopy si ma’am” [The teacher keeps us on writing.]	Writing	Content-centered instruction	Teacher-centered instruction
“AHHHMMM.... Cher sige mi memorize kanang mga dates og names” [She let us memorize those dates and the names of people.]	Memorization as a teaching method		
“nagdula mi sa MAPEH pero wala sa AP” [We played games in MAPEH but not in AP]	Less stimulating activities	Passive learning	
“wala man kaayo mi ginabuhay sa AP” [We are not doing much in AP]	Limited involvement of learners in learning		
“usahay kuan boringan ko sa subject maong mawala ko sa pokus” [Sometimes the subject bores me so I lost focus]	Boredom	Negative state of mind	Limited engagement of learners
“ahhh katulogon ko kay boring masyado” [I feel sleepy because it’s boring]	Sleepiness		
“maglagot ko kay saba si Daniel” [I get annoyed because it is too noisy when we have class]	Noisy	Disruptive behavior	
“magklase mi si Daniel sige og panguhit tas saba kaayo” [When we have class, my classmate keeps on poking and it’s annoying]	Annoyance		

implementation of LaroTuro is limited engagement. Overall, there are three (3) themes that explain the factors that cause the very low test performance in Araling Panlipunan of the learners. These themes are (1) information overload; (2) teacher-centered instruction; and (3) limited engagement of learners.

Table 3 presents the level of test performance in Araling Panlipunan of the learners after the LaroTuro was applied. The data shows that none of the learners (0%) got a score

Table 3. Level of Test Performance in Araling Panlipunan of the Learners after the LaroTuro was Applied

Score	f	Percentage	Description	Interpretation
28-30	1	3.33%	Outstanding	Very High
26-27	16	53.33%	Very Satisfactory	High
24-25	11	36.67%	Satisfactory	Moderate
22-23	0	0%	Fairly Satisfactory	Low
21 and below	0	0%	Did Not Meet Expectations	Very Low
Mean			26	
SD			1.22	
Description			Very Satisfactory	
Interpretation			High	

of 22-23, and 21 and below were described as fairly satisfactory, and did not meet expectation respectively. Eleven learners (36.67%) got a score of 24-25 described as satisfactory, sixteen learners (53.33%) got a score of 26-27 described as very satisfactory, and one learner (3.33%) got a score of 28-30 described as outstanding. The table also shows that the overall mean is 26 described as very satisfactory with a standard deviation of 1.22 generally suggests less variability and can be interpreted as greater stability. This indicates that the learners have a high level of test performance in Araling Panlipunan after the LaroTuro was applied. The learners had an improvement in constructing timelines with accuracy and critical thinking skills. It has also been observed that they understand the significant events in the timeline of South Cotabato. Thus, they can now arrange the significant events in chronological order.

Table 4 presents attributes that facilitated the high level of test performance in araling panlipunan of the learners after LaroTuro was Applied.

Theme 1: Understandable Scope and Sequence of Topics. The improved performance of learners in tests can be directly attributed to the effective implementation of an understandable scope and sequence of topics within the Araling Panlipuna. This instructional strategy facilitates better understanding

Table 4. Attributes that Facilitated the High Level of Test Performance in Araling Panlipunan of the Learners after LaroTuro was Applied

Utterances	Code	Categories	Theme
"sir, naka arranged na ang dates" [Sir, the dates are well-arranged]	Sequence		
"mas nisayon na ang AP tungod kay gi tunga-tunga man" [AP became easier because it is splitted]	Easy concept	Lesson-structured	
"...kanang nakabalo nako sa mga lisod na mga words cher sa AP. Tung dati kay di nako sya ma gets pero karon nakabalo nako kung unsa ang mga ato" [...now understand the difficult terms in AP, ma'am. Before, I couldn't grasp them, but now I know the terms]	Simple terminology	Enhance comprehension	Understandable scope and sequence of topics
"...Giganahan nako mubasa kay gamay na lang" [...I enjoyed reading because it breaks into smaller parts]	Concise topics		
"...Heheheh...gahanan nako maminaw kay magdula man pagkahuman" [I have the motivation to listen because we will play afterwards]	Play motivates the learners to learn		
"...naa ko daan idea sa dula kay ginadula man namo siya sa among ano gud lugar tas ganahan na kaayo ko mag ano...mag ano gud... mag listen" [I already have an idea about the games because it is being played in our community. That's why I am eager to learn]	Active engagement	Game-based learning	Participatory game-based learning
"daghan, bantog ganahan nako magtabang sako grupo" [I love helping my groupmates]	Active participation		
"...teacher ganahan kaayo ko atong gidula bitaw nato na sutra lata kay tanan mi gitira" [I really enjoyed the game we played called sutra lata because all of us participated]	Enjoyment	Learning engagement	
"...naay question ginahatag during sa pagdula, tas mas maremember nako siya pag ingon atoon" [Questions are given during the game and I remember them better when they're asked like that]	Questioning during the game enhances memory recall		
"...Hmmm...kuan nakatabang ang dula sa pag answer nako sa test kay kato man gud nagdula mi kay naay question ginahatag mao tong maremember nako" [The game helped me answer the test because we acted it out and questions were provided]	Questions provided during the game help the learners answer the test	Reinforcement through questioning	Questioning technique
"Uhhh... opo sir, kay giganahan ko magtaas og kamot tapos mag tanong sa inyo" [I like it to raised my hands and start to ask]	Increased curiosity		
"nakatulong po siya cher, tapos nangutana ko kay Datu kung nagadula ba sila atong naay basket basket" [It really helped me teacher then I asked Datu if he played game basket (referring to tigso)]	Questions reveal cultural games	Problem-solving	

among learners by sequentially organizing lessons, starting from simpler concepts and gradually building up to encompass the entirety of the lesson's scope. Outlining the topics into manageable parts aids in enhancing learning outcomes and save time, particularly when content aligns with learners' knowledge and is age-appropriate. Furthermore, this instructional approach entails contextualizing the curriculum to resonate with learners' lives, environments, and cultural backgrounds. By integrating familiar themes, terminologies, and historical events that are relevant to learners' experiences. Additionally, organizing content sequentially through timelines helps learners develop a clearer understanding of historical narratives and the interconnectedness of events. This implies that the attribute that facilitated the high level of test performance in Araling Panlipunan of the learners after the LaroTuro was applied is understandable scope and sequence of topics.

Theme 2: Participatory Game-Based Learning. The improvement of the test performance of the learners can be attributed to the participatory game-based learning introduced to the learners during Araling Panlipunan class. Based on the learner's responses, it is evident that they actively participate in Araling Panlipunan through playing localized and contextualized games, such as Tigso, Stura Lata, Labay Tunga, Sipa tsinelas, Sladsol, and Karera ng Sako. This implies that the attribute that facilitated the high level of test performance in Araling Panlipunan of the learners after the LaroTuro was applied is participatory game-based learning.

Theme 3: Questioning Technique. The improvement in learners' test performance in Araling Panlipunan can be attributed to the questioning technique used within the LaroTuro intervention. This technique fosters critical thinking by encouraging learners to actively engage with the content through inquisitive exploration. It emphasizes open-ended questions to promote discussion and collaboration, while reflective questioning enhances retention and comprehension. Additionally, a metacognitive component encourages learners to consider their own thinking processes. The inclusion of culturally responsive questioning techniques ensures inclusivity, making LaroTuro a tool for deep learning in a collaborative and equitable environment. This implies that the attribute that facilitated the high level of test performance in Araling Panlipunan of the learners after the LaroTuro was applied is questioning technique.

Overall, there are three (3) themes that explain the attributes that facilitated the improvement of test performance in Araling Panlipunan of the learners. These features are (1) understandable scope and sequence of topics; (2) participatory game-based learning; and (3) questioning technique. These attributes are put together to form the LaroTuro intervention gives a result that through the ten (10) days with four (4) sessions a week, the learner's test performance can be improved. With that being observed, it was seen that the attributes of the LaroTuro as an intervention have contributed to

the improvement of the Grade III learners' test performance in Araling Panlipunan.

Table 5 presents the significant difference between the mean gained scores of the learners before and after the LaroTuro was applied. The mean gained scores of 9.07 on the pre-test and 26 on the post-test indicate that there is a significant difference in the test performance in Araling Panlipunan. The t-test analysis revealed that the computed t-value is 28.764 with a p-value of .000 which means that there is a significant difference in the mean gained scores of the pre-test and post-test scores.

The result implies that the LaroTuro is significantly effective in improving the test performance of the learners in Araling Panlipunan. Initially, the test performance of the learners before the intervention is very low however after the intervention, improvement in the test scores of the learners is evident. This means that the significant difference between the mean gained scores of the learners before the intervention can be attributed to the LaroTuro. The game may have helped the learners retain the content of the courses taught to them. LaroTuro, being a localized game-based learning strategy, specifically features Larong Pinoy helped increase the test performance of the learners in Araling Panlipunan.

Table 6. Relationship Between the Factors that Affected the Low Level of Test Performance in Araling Panlipunan and the Attributes of LaroTuro

Factors	Attributes
Information Overload	Understandable scope and sequence of topics
Teacher-Centered Instruction	Participatory Game-Based Learning
Limited Engagement of Learners	Participatory Game-Based Learning Questioning Technique

Table 6 shows the factors that affected the low level of test performance in Araling Panlipunan are information overload, teacher-centered instruction, and limited engagement of learners. In response to these factors, LaroTuro attributes are designed to improve test performance, with understandable scope and sequence of topics, participatory game-based learning, and questioning techniques. Therefore, the relationship lies in how these factors drive the development and utilization of specific attributes in LaroTuro to cater to diverse learners' needs. As a result, the attributes that the researchers used helped improve the test performance in Araling Panlipunan. Notably, the aspect of limited learner engagement is adaptable and can be effectively addressed through participatory game-based learning and questioning techniques within LaroTuro.

Discussion

This study aimed to determine the effectiveness of LaroTuro in improving the test performance in Araling Panlipunan of Grade III learners. Prior to the implementation of LaroTuro, learners exhibited a very low level of test performance in Araling Panlipunan, indicating a failure to meet expectations. This poor performance was due to information overload, limited engagement of learners, and a teacher-centered instruction, which exacerbated difficulties in construct-

Table 5. Paired t-test on the Test Performance in the Araling Panlipunan of the Learners before and after the LaroTuro was Applied

Experimental Group	Mean	SD	t	p-value	Remark
Post-test	26	1.22	28.764	0.000	Significant
Pre-test	9.07	2.78			

ing historical timelines. According to Crisolo and Camposano (2021), most learners regard Araling Panlipunan, or social studies, to be uninteresting. The literature reveals that learners exhibit a lack of interest in Araling Panlipunan, resulting in misbehavior during class discussions, a lack of motivation to learn, and failure to complete the subject's tasks (Cosme, 2019). This was supported by the study conducted by Balante et al. (2023), which stated that various factors can affect learners' interest in Araling Panlipunan. These factors include the teacher's teaching method, students' prior knowledge, and experiences, relevance of the subject to learners' lives and future, and classroom environment. Teachers and educators should consider these factors when designing and implementing effective instructional strategies and learning materials that promote the test performance in Araling Panlipunan of the learners.

Subsequently, after implementing the intervention, the learners exhibited a significantly improved performance. They attained a high level of test performance in Araling Panlipunan. This improvement can be attributed to understandable scope and sequence of topics, participatory game-based learning, and effective questioning techniques. Learners demonstrated improved accuracy and critical thinking in constructing timelines and understanding historical events. These results align with the findings of Tomines et al. (2021), who demonstrated that gamified strategies like AP-DAMA enhance learning and motivation, leading to improved academic performance.

The transition from a very low level during the pre-test to a high level in the post-test indicates a marked improvement in the learners' test performance in Araling Panlipunan following the implementation of LaroTuro. This improvement is attributed to the integration of chunking information, participatory game-based learning, and questioning techniques, which addressed the previous issues of information overload, limited engagement, and teacher-centered instruction. These strategies enhanced learners' ability to retain content, think critically, and actively engage in lessons. Similar study by Reichelt (2021) support these findings, demonstrating that gamified learning interventions significantly improve academic performance, further validating the effectiveness of LaroTuro in this context.

Moreover, many gamification studies which revealed that games contribute to the improvement of the performance of the learners. For instance, a study conducted by Aluan (2019) yielded an increase in the performance of the learners after the conduct of their gamified intervention. Francisco and Celon (2020) coined that engages the learners' interest in the topic discussed and gives an overview of the lesson they will learn and leads towards the performance of the tasks. It builds learning skills and mentions the concrete outcome or product learners are expected to demonstrate.

Conclusion

In conclusion, the study findings indicate a significant improvement in the test performance before and after the LaroTuro intervention, demonstrating that intervention effectively addressed the factors hindering the learners' success. Initially, the learners demonstrated a very low level of test performance, which was due to factors such as information overload, teacher-centered instruction, and limited student

engagement. However, after the intervention, the learners' test performance significantly improved. The key attributes of LaroTuro that contributed to this improvement include understandable scope and sequence of topics, participatory game-based learning, and questioning technique. Thus, the intervention can be considered effective in improving the test performance in Araling Panlipunan of Grade III learners.

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Conflict of Interest

The authors declare no conflicts of interest.

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LaroTuro (Ігрове навчання): ефективність застосування зазначеної методики на показники результативності тестування з Araling Panlipunan (суспільствознавства) серед учнів третього класу Дадіангаської західної центральної початкової школи

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Авторський вклад: А – дизайн дослідження; В – збір даних; С – статаналіз; D – підготовка рукопису; Е – збір коштів

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Історія питання. Araling Panlipunan (термін для позначення наукової дисципліни — суспільствознавства на Філіппінах) є одним із навчальних предметів, включених до навчальної програми К-12, який учні схильні вважати таким, що не викликає зацікавленості. Цей навчальний предмет часто не береться до уваги та розглядається як другорядна дисципліна.

Мета дослідження. Метою дослідження було визначити ефективність застосування методики LaroTuro (ігрове навчання на Філіппінах) як засобу інтервенції в контексті покращення показників результативності тестування з суспільствознавства задля глибшого розуміння проблематики та сприяння її розв'язанню.

Матеріали та методи. У дослідженні із використанням інтегрованого експериментального підходу, що базувався на змішаному методі, взяли участь двадцять вісім (28) відібраних учнів третього класу Дадіангаської західної центральної початкової школи протягом 2023-2024 навчального року. В рамках дослідження було проведено перед- та післятестове оцінювання результатів, а також здійснено опитування. З метою визначення впливу інтервенції було застосовано статистичний аналіз, що включав t-критерії, описову статистику та тематичний аналіз.

Результати. За результатами дослідження встановлено, що перед впровадженням методики ігрового навчання учні мали дуже низький рівень показників результативності тестування з суспільствознавства через такі фактори, як інформаційне перевантаження, викладацько- орієнтований підхід до навчання, а також обмежену залученість до навчального про-

цесу. Однак після проведення інтервенції учні значно поліпшили результативність тестування, досягнувши високого рівня показників успішності, що пояснюється такими особливостями інтервенції, як зрозумілий обсяг навчального матеріалу і послідовність тем, партисипативне навчання у формі ігрових елементів і використання методик проведення опитувань.

Висновки. Застосування методики ігрового навчання сприяє ефективному поліпшенню показників результативності учнів у тестуванні з суспільствознавства, що пояснюється встановленням взаємозв'язків між чинниками та особливостями навчального процесу. В рамках цієї наукової роботи рекомендовано проведення подальших досліджень із залученням інших місцевих ігор з метою оптимізації ефективності та практичної значущості ігрового навчання.

Ключові слова: ігрове навчання, результативність тестування, суспільствознавство, Дадіангаська західна центральна початкова школа.

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