

# INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY: APPLIED BUSINESS AND EDUCATION RESEARCH

2023, Vol. 4, No. 5, 1639 – 1650

<http://dx.doi.org/10.11594/ijmaber.04.05.25>

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## Research Article

### Learning Style of Grade Eight Students: Basis on Enhancing Historical Thinking Skills Using Contextualized Learning Activities in Araling Panlipunan

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#### Article history:

Submission May 2023

Revised May 2023

Accepted May 2023

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#### ABSTRACT

This study aimed to craft contextualized learning activities based on student learning style with the evaluation of its effectiveness and the relationship with the perceived effectiveness of material to student historical thinking skills. This employed the descriptive correlational design of quantitative method as participated by 53 Grade Eight (8) respondents in San Isidro National High School who were chosen using the purposive sampling procedures. The data were gathered using pretest questionnaires, survey questionnaires, evaluation questionnaires, and posttest questionnaires which are validated with the help of the experts. Data communications were established before data gathering procedures and were analyzed using mean, standard deviation, and Pearson R. Findings revealed that the students prefer the visual learning style in studying Araling Panlipunan MELCS 1-8, the LA is generally agreed to be effective as to content in terms of adequacy (OWM=3.45, agree); coherence (OWM=3.44, agree); appropriateness (OWM=3.40, agree); and usefulness (OWM=3.43, acceptable). There was no significant relationship between the perceived effectiveness of the material and student's historical thinking skills. The study recommends that to improve the efficiency of teaching and learning, Araling Panlipunan teachers may develop further their historical thinking abilities. This will also improve students' acquisition of these abilities.

*Keywords: Historical Thinking Skills, Learning Styles, Perceived Effectiveness of Learning Activities*

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#### Introduction

The researcher would like to work on crafting contextualized learning activities by assessing the learning style of the Grade Eight

learners. It is to enhance their historical thinking skills in Araling Panlipunan. As in analyzing the student's performance in the first quarter, some students are low performing. Discovering

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#### How to cite:

Andal, R. A. E. & Hermosa, J. P. (2023). Learning Style of Grade Eight Students: Basis on Enhancing Historical Thinking Skills Using Contextualized Learning Activities in Araling Panlipunan. *International Journal of Multidisciplinary: Applied Business and Education Research*. 4(5), 1639 – 1650. doi: 10.11594/ijmaber.04.05.25

from them that some of the activities are uninteresting to them and do not suit their preferred learning style. This also aims to see whether there is a significant relationship between the students' perceived effectiveness under each learning style on the utilization of contextualized learning activities and their historical thinking skills in Araling Panlipunan.

As in the General Luna district province of Quezon, learning resources are very limited. Some materials also include activities that do not apply to the student's local context and preferred learning styles. That's why educators are encouraged to create and provide something appropriate to the needs of each learner. It is supported by the statements that the teacher's fundamental task is to get students to engage in learning activities that are likely to result in achieving [the intended learning] outcomes. It is helpful to remember that what the student does is more important than what the teacher does (Schuell, 1986, p.429).

Furthermore, aside from crafting contextualized learning activities based on students' learning styles, another objective of this study is to enhance Grade Eight students' historical thinking skills in Araling Panlipunan. As in the General Luna district province of Quezon, the student overall mean percentage score of Grade Eight learners AP for consecutive years are as follows (2019-2020) 68.311%, (2020-2021), 6.34% and, (2021-2022) 62.91%. These scores are good compared to other subjects. However, we can see also from the data presented that it is somewhat decreasing as years go by. This presents that learners show historical thinking in their performance, but they also begin to lose interest in it. Another consideration is from the start of Quarter 2 School Year 2022-2023, the district of General Luna encourages teachers and learners to have at least 75 mean percentage score in every subject area. From the study of Talin (2016), HTS shows a lower level, due to the reasons were the excessive use of textbooks and the focus of teachers to only prepare students for examinations rather than to give attention to HTS. This must be prevented by providing something, such as learning materials that will cater to the needs of learners. Furthermore, historical thinking skills must be given importance as this

will increase students' understanding of the importance of history in today's world, as well as their attitude and thinking. In history, the subject of strengthening HTS is very much needed (Abbas et al., 2022). This is the reason why the researchers determined to conduct this study as this will address the needs of today's learning. To provide resources and materials such as contextualized learning activities which includes student learning style that will enhance historical thinking skills and improve student academic performance in Araling Panlipunan 8.

## Methods

### *Research Design*

It is quantitative research, a type of descriptive-correlational research. Research investigations that seek to present static images of circumstances and determine the link between various factors employ descriptive correlational design (McBurney & White, 2009). The correlational study examines the relationship between two factors, such as in this study the relationship between the students' perceived effectiveness under each learning style on the utilization of contextualized learning activities and their historical thinking skills in Araling Panlipunan. Furthermore, this research also focuses on crafting contextualized learning activities based on student learning styles to enhance students' historical thinking skills. The statistical test for significant relationships is to be used after data is gathered.

### *Sampling and Ethical Considerations*

The researcher used the purposive sampling technique in choosing the respondents. San Isidro National High School – General Luna, Quezon has 169 Grade Eight students. Out of the 169 students, the researcher identified the number of learners who received a satisfactory grade equivalent to 79 and below in Araling Panlipunan from then the respondents will be chosen purposively. For the study, the researcher obtained a letter written to the principal and other school administrators. To ensure the privacy and confidentiality of the data, the parents of the students were also notified and given their approval.

### Research Instruments

There were four (4) sets of questionnaires to be used in this study to gather relevant data. These instruments include a pretest questionnaire, survey questionnaire, evaluation questionnaire, and posttest questionnaire.

The first set of questionnaires was a pretest-posttest questionnaire concerning the student's historical thinking skills. This is a teacher-made test consisting of 40 items in which the competencies, MELCs, are distributed equally using the table of specifications regarding the historical thinking skills under study. This also acted as a pretest to determine baseline data to be compared to the students' post-test scores once the content is implemented.

The second set of questionnaires was a modified survey questionnaire from the study of Red (2022) to identify the student's learning style in connection with the most essential learning competencies that show the three HTS under study in Araling Panlipunan 8.

The third set of questionnaires was a modified evaluation questionnaire from the study of Rogayan and Dollete (2019) with relative effectiveness parameters covering content in terms of adequacy, coherence, appropriateness, and usefulness. It is answerable using a 4-point Likert-type checklist with options Strongly Agree, Agree, Disagree, and Strongly Disagree.

Lastly, the posttest questionnaire was developed from the pretest, with a relative 40 items test stated in the table of specifications with relation to the HTS under study. This post-test, like the pretest, is to be submitted to extensive content validation and reliability testing through piloting and editing before finalization and facilitation.

### Data Analysis

To determine the learning styles of the students in connection with the most essential learning competencies, the HTS under study using the modified survey questionnaire, mean and standard deviation were used. The same statistical treatment was to ascertain the level of effectiveness of the crafted contextualized learning activities in Araling Panlipunan 8 as perceived by the student respondents.

To identify the significant relationship between the students' perceived effectiveness on the utilization of contextualized learning activities and their historical thinking skills in Araling Panlipunan Pearson Product Moment Correlation Coefficient was used.

## Result and Discussion

### Learning Styles of the Grade 8 Students

#### Visual

As displayed in Table 1, for MELCS 1, Nasusuri ang mahahalagang pagbabagong politikal, ekonomiko at sosyo-kultural sa panahon Renaissance the student-respondents gave an "Agree" response to the learning styles used by the respondents in studying MELCS 1 in Araling Panlipunan 8 Quarter 3 in terms of visual with a mean of 3.35. According to the MELCS number 1, the indicators with the highest mean scores are numbers 5 "see a mental picture of events and meaning of texts in the lesson" and 4 "see colorfully highlighted words to emphasize the important information in the lesson" which correspond to the verbal interpretation of Strongly Agree. "Visualization as part of seeing a mental picture of events and meaning of texts in the lesson is a key aspect of understanding because students must be able to imagine what is happening in the tale in their heads. Students learn how to build mental pictures while they read by using guided visualization." (Reading Rockets, 2015). Based on the analysis, it indicates that Grade 8 students have a visual learning style for MELCS 1, Nasusuri ang mahahalagang pagbabagong politikal, ekonomiko at sosyo-kultural sa panahon Renaissance.

For MELCS 2-3, Nasusuri ang dahilan, pangyayari at epekto ng unang yugto ng Kolonyalismo, the student-respondents gave an "Agree" response to the learning styles used by the respondents in studying MELCS 2-3 in Araling Panlipunan 8 Quarter 3 in terms of visual with a mean of 3.35, same as with the overall mean score for MELCS 1. According to the MELCS numbers 2-3, the indicator with the highest mean score is number 5 "see a mental picture of events and meaning of texts in the lesson" which falls under the verbal interpretation of Strongly Agree. This study is supported by Downing et al., (2020) who stated that when

it comes to learning and retaining information, one technique that has proven effective is the use of mental imagery. Moreover, research by Wong et al., (2023) has shown that mental imagery is a powerful tool for learning and retention of information. The results emphasized that Grade 8 students prefer visual learning styles specifically using mental imagery “see a mental picture of events and meaning of texts in the lesson” for MELCS 2-3 “Nasusuri ang dahilan, pangyayari at epekto ng unang yugto ng Kolonyalismo”

For MELCS 4, Nasusuri ang dahilan, kaganapan at epekto ng Rebolusyong Siyentipiko, Enlightenment at Industriyal, the student-respondents gave the overall mean score 3.33. The indicator with the highest mean score is 1 “See pictures in the lesson when I am studying” which falls under the verbal interpretation of Strongly Agree was supported by the claim of Bihis (2020) stated that visual learners find mind maps, presentations, tables, and drawings to be incredibly helpful for learning. Students can more easily digest and synthesize facts when presented visually as a picture of significant symbols. Students learn more effectively when they see pictures, and since they have a keen awareness of what they can easily see, they use visual aids to help them retain and assimilate information. Thus, teachers can accomplish this by showing students images of the activity to evaluate and discuss.

The results emphasized that Grade 8 students prefer visual learning styles specifically seeing pictures in the lesson when studying MELCS 4 “Nasusuri ang dahilan, kaganapan at epekto ng Rebolusyong Siyentipiko, Enlightenment at Industriyal”.

MELCS 5-7, Naipapaliwanag ang kaugnayan ng Rebolusyong Pangkaisipan sa Rebolusyong Amerikano at Pranses the student respondents gave an overall mean score of 3.30 in terms of visual. As shown in the table, for MELCS 5-7, the indicator with the highest mean score is number 4 “see colorfully highlighted words to emphasize the important information in the lesson” which falls under the verbal interpretation of “Strongly Agree” was corroborated also by

Masela and Subekti's (2020) study, which indicated that visual learners enjoy annotating and highlighting information since it allows them to retain the important information that they uncover by expressing it in a simple style. In addition, learners instinctively color-code their notes, as it might be highly advantageous for them to do so as they write them. They may, for example, emphasize names in yellow and dates in blue (Loveless, 2022). It can be concluded that teachers should provide activities in which specifics are stressed to emphasize vital knowledge. The results emphasized that Grade 8 students prefer visual learning styles specifically using highlighted words “see colorfully highlighted words to emphasize the important information in the lesson” for MELCS 5-7 Naipapaliwanag ang kaugnayan ng Rebolusyong Pangkaisipan sa Rebolusyong Amerikano at Pranses.

Lastly, the student-respondents gave an “Agree” response to the learning styles used by the respondents in studying MELCS 8 in Araling Panlipunan 8 Quarter 3 in terms of visuals with a mean of 3.32. In the study of Raiyn (2016), visual learning is characterized as information assimilation from visual formats. In addition, as indicator 5 has the highest mean, according to Newby & Lai (2012), it is beneficial to visualize or draw a mental image of the information for better understanding. The capacity to promote memory retention and recall is one potential advantage of mental imagery. Moreover, visual learners use images, maps, and graphic organizers to understand new knowledge (Diaz, et al., 2018). The results emphasized that Grade 8 students prefer visual learning styles specifically using mental imagery “see a mental picture of events and meaning of texts in the lesson” for MELCS 8, Nasusuri ang dahilan, pangyayari at epekto ng Ikalawang Yugto ng Kolonyalismo (Imperyalismo). In general, according to students’ feedback, it has been found that providing greater room for visual materials like pictures, videos, and movies increases course efficacy and supports learning abilities. As a result, history classes must use visual resources (Keleşzade et al., 2018).

Table 1. Learning Styles Used by the Respondents in Terms of Visual for MELCS 1-8

indicator	MELCS 1			MELCS 2-3			MELCS 4			MELCS 5-7			MELCS 8		
	mean	s.d.	VI	mean	s.d.	VI	mean	s.d.	VI	mean	s.d.	VI	mean	s.d.	VI
Q1	3.43	.50	A	3.47	.61	A	3.57	.60	SA	3.32	.75	A	3.36	.74	A
Q2	3.21	.57	A	3.23	.54	A	3.25	.59	A	3.19	.48	A	3.32	.58	A
Q3	2.92	.58	A	2.96	.59	A	2.98	.57	A	3.11	.58	A	3.11	.58	A
Q4	3.51	.61	SA	3.45	.64	A	3.45	.72	A	3.51	.54	SA	3.40	.53	A
Q5	3.8	.46	SA	3.64	.52	SA	3.42	.66	A	3.36	.71	A	3.42	.77	A
Over-all	3.35	.61		3.35	.62		3.33	.66		3.30	.63		3.32	.65	

Legend: 3.50 – 5.00 (Strongly Agree)

2.50 – 3.49 (Agree)

1.50 – 2.49 (Disagree)

1.00 – 1.49 (Strongly Agree)

### Auditory

As portrayed in Table 2, the student-respondents gave an “Agree” response to all the indicators of the learning styles used by the respondents in Araling Panlipunan Quarter 3 in terms of auditory for MELCS 1, Nasusuri ang mahahalagang pagbabagong politikal, ekonomiko at sosyo-kultural sa panahon Renaissance with a mean of 2.91.

According to the findings, indicator 1 got the highest mean score which is “other people read and explain the lessons”, it can be a collaborative activity that requires another person to discuss the lesson. This could be a partnership between a teacher and a student or peer. As suggested by the study of Red (2022), teachers may plan activities that allow students to discuss the lessons as well as hear lectures on the subject.

Based on the analysis, Grade 8 students prefer auditory learning styles specifically “when other people read and explain the lessons” for MELCS 1, Nasusuri ang mahahalagang pagbabagong politikal, ekonomiko at sosyo-kultural sa panahon Renaissance.

For MELCS 2-3, Nasusuri ang dahilan, pangyayari at epekto ng unang yugto ng Kolonyalismo, the students gave an “Agree” response to each indicator. Overall, the student-respondents gave an “Agree” response to the learning styles used by the respondents in studying Araling Panlipunan 8 Quarter 3 in terms of auditory for MELCS 2-3 with a mean of 3.05. Auditory learners, according to Manipuspika (2020), are individuals that remember information through listening to what others

say during conversations, group projects, and verbal lectures. As a result, respondents gain knowledge by listening and interpreting information and trying to pay attention to what others are saying. Based on the analysis, Grade 8 students prefer auditory learning styles specifically “when other people read and explain the lessons” for MELCS 2-3, Nasusuri ang dahilan, pangyayari at epekto ng unang yugto ng Kolonyalismo. The students gave “Strongly Agree” to indicator 1 “other people read and explain the lessons” (Mean=3.53, sd=0.61) for MELCS 4, Nasusuri ang dahilan, kaganapan at epekto ng Rebolusyong Siyentipiko, Enlightenment at Industriyal. Overall, the student-respondents gave an “Agree” response to the learning styles used by the respondents in Araling Panlipunan Quarter 3 in terms of auditory for MELCS 4 with a mean of 3.08.

According to Cabual (2021), listening to speakers and conversations helps auditory learners absorb information. In a study by Cohen and Wolvin (2011), story-listening is claimed to be particularly significant for auditory learning. They stressed the value of stories for auditory learners and reported that the stories both provide much more than just amusement and aid understanding. As a result, when someone else explains something to the students, they learn it more effectively. Teachers may design collaborative activities in which the students can listen and discuss the lesson. Collaborative learning in groups increases the abilities of the learners, thereby providing an environment of active, involved, and exploratory learning (GülerArı, 2016). They can learn

well as there are a lot of speaking and listening chances in group work.

From the statement above, Grade 8 students prefer auditory learning styles specifically “when other people read and explain the lessons” for MELCS 4, Nasusuri ang dahilan, kaganapan at epekto ng Rebolusyong Siyentipiko, Enlightenment at Industriyal.

As depicted in the table above for MELCS 5-7, Naipapaliwanag ang kaugnayan ng Rebolusyong Pangkaisipan sa Rebolusyong Amerikano at Pranses, the student-respondents gave an “Agree” response to the learning styles used by the respondents in Araling Panlipunan Quarter 3 in terms of auditory for MELCS 5-7 with the overall mean of 3.08. Indicator 1 “other people read and explain the lessons” again has the highest mean score. It is supported by Cheng (2019), auditory students learn better orally and prefer to hear words spoken. Teachers can use this data to create resources and activities that allow students to communicate with one another. If they hear the words, they are more likely to recall and comprehend them.

In MELCS 5-7, Nasusuri ang dahilan, pangyayari at epekto ng Ikalawang Yugto ng Kolonyalismo (Imperyalismo) it can be seen that Grade 8 students prefer auditory learning styles specifically “when other people read and explain the lessons”. Lastly for MELCS 8, the student-respondents gave an overall

“Agree” response to the learning styles used by the respondents in Araling Panlipunan Quarter 3 in terms of auditory for MELCS 8, Nasusuri ang dahilan, pangyayari at epekto ng Ikalawang Yugto ng Kolonyalismo (Imperyalismo) with an overall mean of 3.16.

Indicator 1 “other people read and explain the lessons” got the highest (Mean=3.43, sd=0.69. According to Kayalar & Kayalar (2017), students who like to listen would pick hearing instructions over attempting to figure it out on their own or picking listening to a lecture over reading a textbook. Oluremi (2015) added that auditory learners who want to recollect their memory of something will be able to remember those by hearing other people talk about it or simply repeating the ideas to them. Based on the analysis, Grade 8 students prefer auditory learning styles specifically “when other people read and explain the lessons” for MELCS 8, Nasusuri ang dahilan, pangyayari at epekto ng Ikalawang Yugto ng Kolonyalismo (Imperyalismo).

To generalize auditory learners, give the highest mean score in indicator 1 “other people read and explain the lessons” in studying MELCS for Araling Panlipunan Quarter 3. Auditory learners take in knowledge from lectures or tutorials and relish the opportunity to listen and discuss with a friend. This method is the same one employed by collaborative learners (Hamidon, 2015).

Table 2. Learning Styles Used by the Respondents in Terms of Auditory for MELCS 1-8

indicator	MELCS 1			MELCS 2-3			MELCS 4			MELCS 5-7			MELCS 8		
	mean	s.d.	VI	mean	s.d.	VI	mean	s.d.	VI	mean	s.d.	VI	mean	s.d.	VI
Q1	3.47	.64	A	3.47	.61	A	3.53	.61	SA	3.32	.85	A	3.43	.69	A
Q2	2.64	.71	A	2.74	.84	A	2.81	.76	A	2.79	.66	A	3.04	.83	A
Q3	2.58	.57	A	2.89	.67	A	2.91	.69	A	2.96	.73	A	2.96	.71	A
Q4	3.25	.70	A	3.30	.54	A	3.21	.66	A	3.30	.64	A	3.25	.62	A
Q5	2.62	.63	A	2.85	.72	A	2.94	.77	A	3.04	.62	A	3.11	.61	A
Over-all	2.91	.75		3.05	.73		3.08	.74		3.08	.73		3.16	.71	

Legend: 3.50 – 5.00 (Strongly Agree)

2.50 – 3.49 (Agree)

1.50 – 2.49 (Disagree)

1.00 – 1.49 (Strongly Agree)

#### Kinesthetic

As shown from Table 3 the student-respondents gave an “Agree” response to the

learning styles used by the respondents in studying Araling Panlipunan Quarter 3 in terms of kinesthetic for MELCS 1, Nasusuri ang

mahahalagang pagbabagong politikal, ekonomiko at sosyo-kultural sa panahon Renaissance with a mean of 3.06.

Indicator 3 “design graphics to represent ideas and concepts” got the highest mean score for MELCS 1, Nasusuri ang mahahalagang pagbabagong politikal, ekonomiko at sosyo-kultural sa panahon Renaissance with a mean of 3.19. It is supported by the statement from CCRI Success Center (2022) that a lot of kinesthetic learners create educational resources. Kinesthetic learning also involves a combination of sensory functions (Shah et., al 2013 ). Learners use their senses and learn more effectively if they can use the media to their advantage to design their output to express and show their understanding. As in this, learners are given the chance to make something using their ideas about the lesson.

Based on the analysis, Grade 8 students prefer kinesthetic learning styles specifically “to design graphics to represent ideas and concepts” for MELCS 1, Nasusuri ang mahahalagang pagbabagong politikal, ekonomiko at sosyo-kultural sa panahon Renaissance.

For MELCS 2-3, Nasusuri ang dahilan, pangyayari at epekto ng unang yugto ng Kolonyalismo the student-respondents gave an “Agree” response to the learning styles used by the respondents in studying Araling Panlipunan Quarter 3 in terms of kinesthetic for MELCS 2-3 with a mean of 3.08.

Indicator 4 “Use a computer to type information and access it through learning websites”, accessing information via websites has been a widespread activity as technology becomes more and more prevalent in our daily lives (Martnez-Alcalá et al., 2018). In addition, Diaz et al. (2018) state students learn by experience and practice (simulated or actual). While such an encounter may generate different modalities, the important thing to remember is that people who favor this mode are linked to reality. Case studies, exercises, applications, demonstrations, simulations, recordings, and movies of “actual” items are included. They have good eye-hand coordination. By taking notes on a computer, they may reinforce lectures through touch. When their hands work in tandem with their minds, they can concentrate better.

Based on the findings, Grade 8 students prefer kinesthetic learning styles specifically “use a computer to type information and access it through learning websites” for MELCS 2-3, Nasusuri ang dahilan, pangyayari at epekto ng unang yugto ng Kolonyalismo.

The student-respondents gave an “Agree” response to the learning styles used by the respondents in studying Araling Panlipunan Quarter 3 in terms of kinesthetic for MELCS 4, Nasusuri ang dahilan, kaganapan at epekto ng Rebolusyong Siyentipiko, Enlightenment at Industriyal with an overall mean of 3.15.

Kinesthetic learners from Loveless (2022) stated that they could gain even only from integrating physical activity with some information. They may fidget when studying and are much more likely to converse with their hands than others who learn differently. As a result, some students are continually moving about while looking at or clarifying concepts and information using resources such as computers. Teachers must allow students to move about or make motions when expressing themselves. Having the freedom to do what students are up to contributes to their learning.

Based on the findings, Grade 8 students prefer kinesthetic learning styles specifically “use a computer to type information and access it through learning websites” for MELCS 4, Nasusuri ang dahilan, kaganapan at epekto ng Rebolusyong Siyentipiko, Enlightenment at Industriyal.

For MELCS 5-7, Naipapaliwanag ang kaugnayan ng Rebolusyong Pangkaisipan sa Rebolusyong Amerikano at Pranses the student-respondents gave an “Agree” response to the learning styles used by the respondents in studying Araling Panlipunan Quarter 3 in terms of kinesthetic for MELCS 5-7 with a mean of 3.15.

According to Logsdon (2021), kinesthetic learners are more likely to remember movements from others as well as their own since motion aids recollection. When they are learning about something, they may actively seek out opportunities to touch and manipulate. As to indicator 4, they easily understand and learn ideas through using and manipulating the computer, for them to gather information for the lesson being presented. In addition, Putri

(2019) states that kinesthetic learners will learn more efficiently if they are physically engaged while learning. They will succeed in learning if they can manipulate the media to learn new facts. To recall something utilizing this method of learning, the student must touch the object containing the knowledge. This output generation allows students to experiment and see what they can learn. As a result, Grade 8 students prefer kinesthetic learning styles specifically “use a computer to type information and access it through different websites” for MELCS 5-7, Naipapaliwanag ang kaugnayan ng Rebolusyong Pangkaisipan sa Rebolusyong Amerikano at Pranses.

Lastly, the student-respondents gave an “Agree” response to the learning styles used by the respondents in studying Araling Panlipunan Quarter 3 in terms of kinesthetic for MELCS 8, Nasusuri ang dahilan, pangyayari at epekto ng Ikalawang Yugto ng Kolonyalismo (Imperyalismo) with a mean of 3.19.

Indicator 1 “create outputs about the lesson like charts, videos, and PowerPoint

presentations” got the highest mean score for MELCS 8. It is supported by CCRI Success Center (2022), kinesthetic learners often develop and create learning materials like flash cards. Students could practice aligning cut-out charts or diagrams in addition to drawing or producing materials. Kinesthetic learners may put new concepts into practice and construct tools to better understand how to carry out activities through hands-on simulations.

In studying MELCS 8, Nasusuri ang dahilan, pangyayari at epekto ng Ikalawang Yugto ng Kolonyalismo (Imperyalismo) Grade 8 students prefer kinesthetic learning style specifically “create outputs about the lesson like charts, videos, and PowerPoint presentations”.

Furthermore, with regards to kinesthetic learning style, it is advised that the empathy dimension in history education curricula be complemented with activities like theater and drama since people can experience more lasting learning about characters with whom they could develop empathy (Keleşzade et al., 2018).

Table 3. Table 1. Learning Styles Used by the Respondents in Terms of Kinesthetic for MELCS 1-8

indicator	MELCS 1			MELCS 2-3			MELCS 4			MELCS 5-7			MELCS 8		
	mean	s.d.	VI	mean	s.d.	VI	mean	s.d.	VI	mean	s.d.	VI	mean	s.d.	VI
Q1	2.91	.74	A	3.02	.75	A	3.06	.86	A	3.13	.73	A	3.28	.69	A
Q2	2.94	.63	A	3.06	.69	A	3.11	.54	A	3.13	.59	A	3.06	.74	A
Q3	3.19	.62	A	3.06	.66	A	3.23	.58	A	3.19	.52	A	3.15	.63	A
Q4	3.13	.83	A	3.19	.62	A	3.25	.59	A	3.25	.55	A	3.26	.56	A
Q5	3.11	.78	A	3.08	.70	A	3.11	.67	A	3.04	.62	A	3.21	.72	A
Over-all	3.06	.73		3.08	.68		3.15	.66		3.15	.61		3.19	.67	

Legend: 3.50 – 5.00 (Strongly Agree)

2.50 – 3.49 (Agree)

1.50 – 2.49 (Disagree)

1.00 – 1.49 (Strongly Agree)

#### **Level of Students’ Perceived Effectiveness on the Use of Contextualized Learning Activities in Enhancing Their Historical Thinking Skills Adequacy**

The students’ perceived effectiveness on the use of contextualized learning activities in terms of adequacy is presented in Table 4.

As shown from the table, the student agreed that the learning activities showed adequacy with an overall mean ( $M=3.45$ ,  $sd=0.32$ ). Each

of the indicators receives a strongly agree and agree on remarks. However, the indicator “the learning activities provide independent activities” got the lowest mean score. From this, the researcher must work on providing more independent work for learners.

Research literature suggests that adequate materials give students the chance to use their senses of hearing, smelling, tasting, seeing, and feeling (Opara & Etukudo, 2014). It must enrich



instruction, engage students in multidimensional learning, and strengthen students' capacities to apply their information (Elliott and

Corrie, 2015), and is thus essential for literacy results (Read, 2015).

*Table 4. Perceived Effectiveness on the Use of Contextualized Learning Activities as to Adequacy*

Statements	Mean	SD	VI
1. Instruction corresponds with the activities.	3.51	0.54	<i>Strongly Agree</i>
2. The learning activities are congruent with the stated objectives.	3.55	0.54	<i>Strongly Agree</i>
3. The learning activities provide independent activities.	3.32	0.58	<i>Agree</i>
4. The learning activities utilize graphical and pictorial images.	3.40	0.49	<i>Agree</i>
5. The learning activities concepts are presented logically.	3.49	0.50	<i>Agree</i>
<b>Overall</b>	3.45	0.32	<i>Agree</i>

**Legend:** 3.50-4.00 (*Strongly Agree*)

2.50-3.49 (*Agree*)

1.50-2.49 (*Disagree*)

1.00-1.49 (*Strongly Disagree*)

#### *Coherence*

The students' perceived effectiveness on the use of contextualized learning activities in terms of coherence is presented in Table 5. Learning activities in terms of coherence got an overall mean of 3.44 and agreed to show coherence as perceived by the student-respondents. Indicators 3 and 4 got the highest mean score for coherence. Findings conform with the idea of Fortus & Krajcik (2012) that materials that assist students in creating and connecting ideas are critical for developing integrated understanding and are said to be coherent. As

Windschitl (2009) defined coherence with existing systems, knowledge does not imply adapting lessons to what teachers are interested in already knowing, but rather considering their deeply held beliefs and ingrained beliefs about what constitutes "excellent" teaching and learning. In addition, Oates (2014) states that materials must be based on both learning theory and subject-specific content theory, offer several ways to apply ideas and principles, encourage equitable and active involvement from all students, and let students reflect on what they are learning.

*Table 5. Perceived Effectiveness on the Use of Contextualized Learning Activities as to Coherence*

Statements	Mean	SD	VI
1. Learning activities contain relevant activities.	3.42	0.57	<i>Agree</i>
2. Activities provide practical work.	3.49	0.54	<i>Agree</i>
3. Activities develop students' creativity and resourcefulness.	3.51	0.54	<i>Strongly Agree</i>
4. Learning activities provide relevant information for a better understanding of the lesson.	3.51	0.58	<i>Strongly Agree</i>
5. Activities conform with the given concepts.	3.28	0.50	<i>Agree</i>
<b>Overall</b>	3.44	0.35	<i>Agree</i>

**Legend:** 3.50-4.00 (*Strongly Agree*)

2.50-3.49 (*Agree*)

1.50-2.49 (*Disagree*)

1.00-1.49 (*Strongly Disagree*)

### Appropriateness

The students' perceived effectiveness on the use of contextualized learning activities in terms of appropriateness is presented in Table 6.

The overall mean of 3.40 the learning activities are agreed to be effective in terms of appropriateness as perceived by the learners. However, this may still incorporate learning activities with more diverse activities, meeting immediate needs, and encouraging creativity to keep learners interested. Learning materials should be appropriate to the content as knowledge of the subject matter is crucial and related to student learning (Rosenkränzer et al., 2017). It should also be a product of the curriculum creation process and thus be aligned

with the curriculum's philosophy, objectives, content, methodology, and evaluation (UNESCO, 2005; Oates, 2014; Smart and Jagannathan, 2018). They ought to be appropriate for the learners and consider various language contexts, native knowledge, abilities, and resources, as well as the learners' backgrounds and needs (UNESCO, 2005; UNESCO, 2014b). In addition, as an intended learner has their preferred learning style, the researcher includes varied activities that may not cause bias against others. It is necessary to examine the impact of learning styles on overall learning (Thepsatitporn & Pichitpornchai, 2016). This must also reflect this diversity in their content (UNESCO, 2005: 3).

Table 6. Perceived Effectiveness on the Use of Contextualized Learning Activities as to Appropriateness

Statements	Mean	SD	VI
1. The learning activities are suitable for intended learners.	3.38	0.56	<i>Agree</i>
2. The learning activities are based on the intended learning competencies.	3.30	0.54	<i>Agree</i>
3. The learning activities address the immediate needs of the learners.	3.45	0.54	<i>Agree</i>
4. The topics are arranged in the correct sequence.	3.40	0.53	<i>Agree</i>
5. The learning materials provide varied activities to sustain the learners' interest.	3.47	0.64	<i>Agree</i>
<b>Overall</b>	<b>3.40</b>	<b>0.37</b>	<b><i>Agree</i></b>

**Legend:** 3.50-4.00 (Strongly Agree)

2.50-3.49 (Agree)

1.50-2.49 (Disagree)

1.00-1.49 (Strongly Disagree)

### Usefulness

As shown in Table 7, the overall mean of materials in terms of usefulness is 3.43 and agreed as effective learning material as perceived by the learners. As observed, the material serves as an instructional tool for learners as they show more eagerness to learn while using the material. The material that helps teachers to elaborate on their lessons is said to be useful (Leonen, 2016). As students are very willing to finish the task regarding the lesson objectives. These materials also bring learning to life by motivating learners to learn. The

utilization of resources can assist the teacher in explaining new concepts. Resulting in improved student understanding of the subject being taught (Tuimur & Chemwei, 2015). Learning activities are those in which the student may apply what they have learned through participating in the activity in another setting or for a different purpose. Moreover, according to Hasibuan et al. (2019), developing learning resources that are dependable, useful, and efficient would assist students in improving their problem-solving skills and learning independence.

Table 7. Perceived Effectiveness on the Use of Contextualized Learning Activities as to Usefulness

Statements	Mean	SD	VI
1. The learning activities are easy to comprehend.	3.30	0.50	Agree
2. The learning activities provide knowledge and skill that are applicable in real-life situations.	3.49	0.50	Agree
3. The learning activities encourage students' creative and critical thinking.	3.36	0.52	Agree
4. The learning activities serve as an instructional tool for learning.	3.62	0.49	Strongly Agree
5. The learning activities help facilitate the presentation of the lesson.	3.38	0.60	Agree
<b>Overall</b>	<b>3.43</b>	<b>0.35</b>	<b>Agree</b>

**Legend:** 3.50-4.00 (Strongly Agree)

2.50-3.49 (Agree)

1.50-2.49 (Disagree)

1.00-1.49 (Strongly Disagree)

**Pearson Product Moment Correlation Coefficient on the Significant Relationship between the Students' Perceived Effectiveness on the Utilization of Contextualized Learning Activities and their Historical Thinking Skills in Araling Panlipunan.**

Table 8 showed the relationship between the Perceived Effectiveness of Material and Historical Thinking Skills of Grade 8 students. The results revealed that there is no significant relationship between the Perceived Effectiveness of Material and Historical Thinking Skills, thus, the null hypothesis is accepted. The result was supported by Cowgill and Waring (2017), who stated that their participants could not engage in the complex activities associated with historical inquiry and the utilization of the material to learn about the past. Their statement is the same as the limitations of this study, wherein the low-performing Grade 8 students could not deal with complex activities in the given materials.

This study was further backed up by Keleşzade et al. (2018), which found no relationship between materials and making interpretations in daily life. This finding emphasizes one of the most significant issues with history teaching education curriculum-that there is essentially no connection between the knowledge learned in history classes and day-to-day life (Demirciolu, 2014; Gilbert, 2011; Ijaz, Bogdanovych, & Trescak, 2017; Işk, 2008; Wang, Li, Shen, & Meng, 2017). This issue was considered in the activities carried out based on the study's teaching design, and real-life applications were added so that a link could be made between current events and historical information. However, the findings obtained at the end of the study showed that there is no relationship between the Students' Perceived Effectiveness in the utilization of the Contextualized Learning Material and their Historical Thinking Skills.

Table 8. Relationship between Perceived Effectiveness of Material and Historical Thinking Skills

	Understanding Chronology	Making Interpretations	Rationalizing Facts
<b>Adequacy</b>	-0.044	0.145	0.008
<b>Coherence</b>	-0.075	0.097	0.136
<b>Appropriateness</b>	0.123	-0.049	0.107
<b>Usefulness</b>	0.035	0.167	0.069

\*\*. Correlation is significant at the 0.01 level (2-tailed).

\*. Correlation is significant at the 0.05 level (2-tailed).

## Conclusion

Visual learning styles have the highest mean in all MELCs, while auditory learning styles have the lowest mean. As a result, the visual learning type is the most common, whereas the auditory learning style is the least prevalent. It demonstrates that visual learning approaches were favored by most respondents. Visual learners benefit from seeing pictures, mental imagery, highlighted words, and graphic organizers in the lesson because they can absorb information and learn more effectively. Few responders, on the other hand, prefer auditory learning approaches, in which knowledge is processed and learned by hearing. With regards to the level of effectiveness of the contextualized learning activities as perceived by the student respondents in terms of "Adequacy" is agreed to be effective (OWM=3.45); "Coherence" is agreed to be effective (OWM=3.44); relative to "Appropriateness" is agreed to be effective (OWM=3.40); and in considering "Usefulness" is agreed effective (OWM=3.43). There is also no significant relationship between the students' perceived effectiveness in the utilization of the contextualized learning material and their historical thinking skills. Hence, the null hypothesis is accepted.

## Acknowledgment

The researcher extends her most profound appreciation and sincerest gratitude to the following who in one way or another have

helped to make her study a reality and a success. To her family for their financial and moral support. Mr. Jherwin P. Hermosa, the researcher's adviser, who provided his support, time, and experience to make this thesis possible. A sincere thank you and appreciation are also sent to the honorable panel of examiners, as well as to the researcher's colleagues, classmates, friends, and students. To the San Pablo City Campus of Laguna State Polytechnic University and the top management, I would like to express my gratitude for your commitment to developing competent and competitive educators as well as your vital assistance in realizing the university's goal and vision. And to all the

excellent people whose names were not listed but contributed to the achievement of this study in some way. Above all, to ALMIGHTY GOD, who gives wisdom and enlightenment, power and spirit, graces, and blessings.

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