



**DEVELOPMENT OF DIGITAL CONTENT ENHANCEMENT MATERIAL
IN TEACHING ARLING PANLIPUNAN 8**

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ABSTRACT

This action research paper, entitled "Development of Digital Content Enhancement Material in Teaching Araling Panlipunan 8," aimed to determine the perceived level of awareness of the respondents to the material and its frequent use in the lesson. A teacher made material using Kotobee Author concentrated on the creation of materials that could benefit both learners and teachers.

The researchers used descriptive method to determine the students' level of awareness of digital content enhancement material in AP 8, which needed in the development of the material. The statistical tools used were weighted mean, frequency, and Pearson-r correlation.

This study revealed that the material can upgrade and innovate the teaching-learning process through the application of new technology. It further showed that there is significant relationship between performance tasks and digital content enhancement material. Written tasks, on the other hand, have no significant relationship on the digital content enhancement material. Therefore, it must include a variety of tasks.

The study focused on ten Grade 8 students from Palahanan INHS and Lumangbayan INHS. It was limited to AP 8.

Since this developed material is offline through the Kotobee Reader, the students may use their cellphones, which can easily be accessed at home. Moreover, it aids in the development

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of technology-based skills. This makes classes more exciting and enjoyable for students, and it fits into our present situation wherein most of the students are taking MDL.

Keywords: *Digital Content Enhancement Material, Kotobee Application, Kotobee Reader, written tasks, performance tasks, Araling Panlipunan*



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INTRODUCTION

In the field of teaching, it is important that the teacher have various strategies and instructional materials to achieve a better outcome. It may also build long-term learning for students, which may help them to easily understand the lesson.

History (Araling Panlipunan) is one of the subjects that needs more instructional materials to be utilized to easily present the broad contents of a certain topic. Digital Content Enhancement Material is a powerful way to organize and present curriculum content in an understandable and easy-to-learn manner. All the routines promote direct instructions, which give students an exact process on how to achieve the objectives of the lesson.

In today's education, there are lots of teaching strategies that teachers employ just to fulfill the learning processes of the students. Various strategies were employed and applied in the classroom setting. However, since face-to-face education began, a new of teaching materials have emerged and created by teachers. There are offline and online materials that students can access easily using the new technologies.

If learning strategies and methods play a vital role in learning, then teachers should also be developed systematically so that learners have developed a repertoire of strategies by the time they leave school. To achieve this goal, schools must organize teaching and learning strategies in a systematic manner, and teachers and their teaching methods must be supported (Strehlke, F., et al., 2013). Indeed, this pandemic gives us the opportunity to explore and upgrade the teaching techniques in education.

Content Enhancement Strategy is defined as an instructional method that relies on using powerful teaching devices to organize and present content in an understandable and easy-to-learn manner. Teachers identify the content that they deem to be most critical and teach it using powerful teaching routines that actively engage students. It helps students to be more engaged and well-instructed by using the developed content enhancement material in learning the subject.

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Using the Kotobee Reader, an offline/online application, the students can easily access the content of different lessons under the subjects. It is composed of routines and various interactive games and activities that can be accessed even without an internet connection. It also promotes learning retention, and they can browse the material itself at their own pace.

Why there's a need an enhancement material in Araling Panlipunan 8? Students nowadays needed an enhancement material to build up their knowledge about the lessons tackled in Araling Panlipunan 8 most specifically in Quarter 1. In the real scenario inside the classroom setting, students are not yet familiar with the terms, events, and other information that is connected to the lesson. They remember it but it is only for the short memory and not for the long-term memory. Enhancement Material can bring a life to the lesson itself because it will upgrade the knowledge of the students. Really, learning geography in a deeper way is one of the difficult lessons in Araling Panlipunan 8, yet students must understand it very well so they may use it in real life scenarios.

Kotobee Reader with the teacher made lesson in Kotobee Author Application as digital content enhancement learning material involves a new way of thinking, thereby helping students develop their creativity and problem-solving skills. It is an all-in-one offline teaching material with interactive activities such as videos, voice clips, a topic gallery, hyperlinks, and assessments in each topic.

The material is offline, the students may use their cellphones, which can be easily manipulated in the comfort of their home.

It aids in the development of technology-based skills, allowing students to learn early, accept and utilize the tools that technology provides. This makes classes more exciting and enjoyable for students, and it fits into our present situation wherein most of the students are taking modular distance learning.

The study aimed to develop a content digital enhancement material in teaching Araling Panlipunan 8.

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Specifically, it answered the following questions:

1. What is the perceived level of awareness of students-respondents to digital content enhancement material?
2. How often did you use the Digital Content Enhancement Material in Araling Panlipunan 8 in terms of written tasks and performance tasks?
3. Is there a significant relationship between the perceived level of awareness and the frequent use of digital content material in Araling Panlipunan 8 in terms of written and performance tasks?
4. Based on the findings, what digital content enhancement materials can be developed in Araling Panlipunan 8?

MATERIALS AND METHOD

This chapter deals with the methods and procedures needed in action research. This includes participants and/or other sources of data and data gathering methods.

The researchers used descriptive method to determine the level of awareness of the students on digital content enhancement material in Araling Panlipunan 8 which is needed in developing the material.

Participants and/or Other Sources of Data

The study focused on the improvement of the academic performance of Grade 8 students in both schools with the use of developed digital content enhancement material in Teaching Araling Panlipunan 8 as a learning tool used by them. The subjects of the study were the 10 students, both male and female. They were heterogeneously arranged regardless of their gender. Because of the restrictions brought by the pandemic, the researchers chose ten students with strong internet connection in answering the survey questionnaires. Also, the student- respondents

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will utilize the developed digital content enhancement material in Araling Panlipunan 8 since they have internet connection.

Table 1. Distribution of Respondents

Grade 8 Students	
Palahanan Integrated NHS	5
Lumbangayan Integrated NHS	5
Total	10

Data Gathering Methods

The researchers presented a letter of request addressed to the Principal of Palahanan Integrated National High School and Lumbangayan Integrated National High Schools for permission to conduct the survey questionnaire. After a thorough explanation, the respondents gave their responses to the said study. Then, the researchers recorded all the data and results.

Before conducting the survey questionnaires, the researchers read several references and some unpublished materials. They prepared a preliminary draft of the survey questionnaires. The draft was sent to the validator for some comments and suggestions. After the remarks, the researchers applied the validator's suggestions.

The questionnaires used and the action research conducted were evaluated and validated by teachers of Palahanan Integrated National High School, namely Mrs. Llanabel P. Velasco and Mr. Wilbert A. Miranda. The questionnaire consists of two parts which there were five options to select from in answering: very much aware (5), moderately aware (4), aware (3), least aware (2), and not at all (1); and (5) always (4), often (3), sometimes (2) rarely, and never (1). The respondents were asked to check the column that corresponded to their answer.

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To arrive at the verbal description of each item, the following arbitrary numerical guide was used:

I. Perceived level of awareness of Students - respondents to Digital Content Enhancement Material

Verbal Description	Numerical Guide
Very Much Aware	4.20– 5.00
Moderately Aware	3.50 – 4.19
Aware	2.60 – 3.49
Least Aware	1.80 – 2.59
Not at All	1.00 – 1.79

II. Frequent Use of Digital Content Enhancement Material in Araling Panlipunan 8

Verbal Description	Numerical Guide
Always	4.20– 5.00
Often	3.50 – 4.19
Sometimes	2.60 – 3.49
Rarely	1.80 – 2.59
Never	1.00 – 1.79

The statistical tools used were the weighted mean, frequency, and Pearson-r correlation. A weighted mean was used to determine the perceived level of awareness of digital content enhancement material during the implementation of action research. Frequency was used to

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determine the frequent use of the digital content enhancement material in terms of written and performance tasks. Lastly, the Pearson-r correlation was used to determine the significant relationship between the two variables.

RESULTS AND DISCUSSION

This part contains the data that the researchers collected from the respondents of the study. It also discusses the research problems of the study. It includes different tables which present the data of the findings of this study with their interpretation. The data was analyzed and interpreted, and recommendations could be drawn from the action research.

Table 2. Perceived Level of Awareness of Students- Respondents to Digital Content Enhancement Material

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. is an instructional method that relies on using powerful teaching devices to organize and present content in an understandable and easy-to-learn manner. Teachers identify the content that they deem to be most critical and teach it using powerful teaching routines that actively engage students.	4.30	VERY MUCH AWARE	6
2. encourages participation in the lesson through exploring its features.	4.80	VERY MUCH AWARE	1
3. gives virtual experience that satisfy the learning process	4.30	VERY MUCH AWARE	6
4. incorporates multimedia presentations that stimulate interest in the lesson	4.50	VERY MUCH AWARE	3

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5. can easily access in many resources such as literature, videos, websites, and forums that challenge the students to create their own learning interest	4.40	VERY MUCH AWARE	5
6. establishes learning throughout the lesson by providing a well instructed program	3.90	MODERATELY AWARE	9
7. gives opportunity to explore on the new technologies	4.70	VERY MUCH AWARE	2
8. demonstrates the lesson well to get its depth	4.00	MODERATELY AWARE	8
9. establishes retention of the lesson by browsing back topics that have been taught	4.50	VERY MUCH AWARE	3
10. eliminates left behind students during the class	3.40	AWARE	10
COMPOSITE MEAN	4.28	VERY MUCH AWARE	

Legend: *Very Much Aware 4.20– 5.00* *Moderately Aware 3.50 4.19* *Aware 2.60 –3.49*
Aware 1.80 – 2.59 *Not at All 1.00 – 1.79*

The table shows that the perceived level of awareness of the student-respondents about the Digital Content Enhancement Material is very high. This implies that this kind of material really helps students in their learning process. It shows that it encourages participation in the lesson through exploring its features through the developed digital content enhancement material. The material itself contains different routines that will help students understand the lesson in the subject.

On the other hand, the lowest perceived level of awareness of the students is that they are left behind during the class. It is because the student-respondents were all participating in

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the progressive face-to-face classes that they were able to catch up with the lessons well in Araling Panlipunan 8.

Table 3. Frequency of the Utilization of Digital Content Enhancement Material in Araling Panlipunan 8

	Weighted Mean	Verbal Interpretation	Rank
WRITTEN TASKS			
1. Utilizing Graphic Organizers	3.30	SOMETIMES	4
2. Quizzes	3.90	OFTEN	2
3. Picture Analysis	4.20	ALWAYS	1
4. Drawing/Poster Making	3.10	SOMETIMES	5
5. Essay Writing	3.40	SOMETIMES	3
COMPOSITE MEAN	3.58	OFTEN	
	Weighted Mean	Verbal Interpretation	Rank
PERFORMANCE TASKS			
1. Watching Video Clips	3.80	OFTEN	4
2. Video Making	3.40	SOMETIMES	5
3. Crossword Puzzles	3.90	OFTEN	2
4. Jigsaw Puzzles	4.00	OFTEN	1
5. Memory Game	3.90	OFTEN	2
COMPOSITE MEAN	3.80	OFTEN	

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Legend: Always 4.20– 5.00 Often 3.50 – 4.19 Sometimes 2.60 – 3.49
Rarely 1.80 – 2.59 Never 1.00 – 1.79

In this table, there are two types of tasks, specifically the written and the performance. Under its two types, there are specified activities that students identify how frequently they use the digital content enhancement material. It shows that in written tasks, picture analysis was always utilized, while drawing and poster making had the lowest weighted mean, which is 3.10. This implies that the digital content enhancement material must contain drawings or posters, so they were able to do it as a task.

On the other hand, in performance tasks, the students often utilized the jigsaw puzzle, which has a weighted mean of 4.00. This simply means that students had fun and were motivated by the jigsaw puzzle activities. While video making, which has a weighted mean of 3.40 and is verbally interpreted as sometimes coming out as the lowest performing task, simply means that the video creation activities must be included in the developed content enhancement material. The material must also contain samples, so it will be easy for them to make their own video presentation.

Table 4. Correlations of the Perceived Level of Awareness of Students- Respondents to Digital Content Enhancement Material and its Frequent Use

	r	DECISION on Ho	INTERPRETATION
WRITTEN WORKS	0.43	ACCEPT	NOT SIGNIFICANT
PERFORMANCE TASKS	0.64	REJECT	SIGNIFICANT

There is a significant relationship between the perceived level of awareness and the frequent use of digital content material in Araling Panlipunan 8 in terms of performance tasks

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based on the computed $r = 0.64$, while there is no significant relationship between the perceived level of awareness and the frequent use of digital content material in Araling Panlipunan 8 in terms of written works.

Students' perceived awareness of the Digital Content Enhance Material was very much aware and yet in this action research, it resulted that there is a significant relationship to the variety of activities in performance tasks. So, the developed digital content enhancement material must really contain interactive activities that will let them explore and enjoy themselves at the same time. It must also contain more written and performance tasks so they will be able to utilize and experience fun learning.

CONCLUSION

1. The digital content enhancement material increases the students' participation in the lesson.
2. It is more often used in performance tasks.
3. Performance task plays vital role in developing the content enhancement material.

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