



\*\*\*\*\*  
**USE OF REFLECTIVE JOURNAL IN SCIENCE: EXPERIENCES OF  
INDIGENOUS PEOPLE (IP) LEARNERS' AS BASES FOR AN  
INTERVENTION PROGRAM**

**ROSE JEAN C. CAÑOSO**  
**TEACHER II**  
Gines National High School  
rosejean.canoso@deped.gov.ph

**ABSTRACT**

This phenomenological study aimed to prove that experiences of the use of reflective journal, consisting of five researcher-made and duly validated interview are beneficial in gathering the experiences of Indigenous People (IP) learners in learning science. To interpret the data, thematic analysis was used and the following insights were derived: (1) learners view of reflective journal as enjoyable, provides improvement in critical thinking and creativity, provides information and provides freedom of expression; (2) learners experience were self-realization, develop critical thinking skills, provide guidance and write freely; (3) learners hindering factors encountered were submission on time, feeling pressured provision of journal notebook, and difficulty in writing, and; (4) learners ways to manage the challenges they encountered were provide extra notebook, taking down notes, attentive listening and provide personal intervention. The findings were used as bases for intervention program that will help learners enhance their learning in earth and life science.

**Keywords:** *reflective journal, indigenous people learners, intervention program*

\*\*\*\*\*

**Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

**Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

## INTRODUCTION

Reflective journals have been widely utilized in the literature to enhance students' learning, develop writing proficiency, and evaluate their level of reflection (Ahmed, 2020). As a pedagogical tool, reflective journaling is highly regarded for fostering lifelong skills among learners (Schneider et al., 2021). Within the classroom, reflective journals serve as a means to assess students' performance and document the knowledge and experiences they have acquired. Students are encouraged to write their responses, ideas, and insights in their vernacular language, allowing them to freely articulate their thoughts. However, this practice is relatively unfamiliar to learners, particularly those belonging to Indigenous Peoples (IPs) communities. Typically, a reflective journal consists of a standard notebook with blank pages, promoting unrestricted writing and self-expression. Students use any available standard notebook for journaling purposes.

Indigenous Peoples, also known as native people, are recognized as the original inhabitants of a particular region who preserve traditional practices and cultural heritage (Tabilon, 2020). In the Philippines, Indigenous Peoples constitute approximately 10% to 20% of the total population (The Indigenous People, 2023), with the majority—63%—residing in Mindanao, 34% in Luzon, and 3% in the Visayas (NCIP, 2018). In Iloilo Province, the town of Alimodian is home to a Panay-Bukidnon Indigenous People community. These communities are predominantly located in the Barangays of District 7, which include Ugbo, Cunsad, Malamboy-Bondolan, Tarug, Bugang, Bagsakan, and Gines, as well as in District 8 Barangays such as Tabug, Cabacanan Proper, Cabacanan Rizal, Manasa, Lico, Dao, and Uminggan. Gines

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*

# INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue III

February 2025

Available online at <https://www.instabrightgazette.com>



\*\*\*\*\*  
National High School, one of the most remote secondary schools in Alimodian, has a student population composed of almost 96% Indigenous Peoples, according to the Learners Information System (LIS) for the school year 2024-2025. Considering the substantial presence of IP learners in the school, the researcher seeks to explore their narratives through journal writing.

Teaching IPs is quite challenging because of factors that affects their learning like culture, interest, and teaching strategies inspite teaching science is fun and engaging.

Through this, the researcher can extract data of the experiences of Indigenous People (IP) learners as they narrate their learning activities and in using a reflective journal in proposed in order to make the teaching and learning process more fun and engaging for the Indigenous People (IP) learners.

In this research study, reflective journal plays an important role as a “tool” that would help the researcher in finding the experiences of Indigenous People (IP) learners as they narrate their experiences towards their subject Earth and Life Science. Through the use of reflective journal, the researcher will be able to capture the experiences of Indigenous People (IP) learners in learning Earth and Life Science by analysing the narratives that they have written.

\*\*\*\*\*

## **Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### **Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

## MATERIALS AND METHODS

### Research Methodology

This chapter presents the research method, research design, participants of the study, data gathering procedure, research instrument, and data analysis of the study that aimed to determine the experiences of Indigenous People (IP) learners on the use of reflective journal in Science in Gines National High School for school year 2024-2025.

### Research Method

This research study used qualitative method, specifically the phenomenological approach. This study gathered data through conducting interviews and observation. To be able to gather views and experiences of learners in the use of the reflective journal, the researcher conducted in-depth semi-structured interviews to explore their personal experiences and perspective allowing for a detailed and raw information (Aquidado, 2023).

### Research Design

The study used a qualitative research design specifically phenomenological method. This qualitative research concentrated on the statements in the form of written pieces that can be analysed and interpreted to contribute in the field of research. Qualitative researches concentrates on the understanding and interpreting situations and events based on the perceptions of the participants (Aquidado, 2023). Because qualitative research focuses on the specific rather than general, it can be challenging to organize, analyse, and present findings to an audience (Kelly, 2020). This research study used phenomenological approach which assess the various responses to the understanding of a specific phenomenon (Fraenkel,

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*  
Wallen, & Hyun, 2012) as cited by (Aquidado, 2023). This phenomenological approach allowed participants' experiences to be describe without reference to the researches' assumptions, enabling objective interpretation and enhancing the reliability of the themes found (Aquidado et al., 2023).

### Participants of the Study

The participants of the study were twenty (20) Grade 11 Indigenous People (IP) Learners of Gines National High School in Alimodian, School Year 2024-2025, who were selected using Purposive Sampling Technique. This method gives consideration to the participants' knowledge and information. The twenty (20) students were selected to be the informants of the study. They were chosen through purposive sampling following the inclusive criteria: (1) they belong to the Indigenous People community, (2) a grade 11 learner who were officially enrolled at Gines National High School.

### Sampling Design

The researcher used purposive sampling technique in selecting the participants. Purposive sampling was done when researcher used judgement to select a sample that was believed, based on prior information will provide the data needed (Aquidado, 2023). This sampling design has the attributes fitted for a purpose that is relevant to the study (Andrade, 2021).

In this study, 20 purposively-selected Grade 11 Indigenous People (IP) learners were selected from Senior High School of Gines National High School, for the school year 2024-2025.

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

## Research Instrument

The instrument used in the study was a researcher-made interview schedule. The interview schedule can be seen as a roadmap for the interview and was composed of open-ended questions aligned with the main objective of the study.

The interview schedule ensured that the data regarding experiences of Indigenous People (IP) learners were gathered.

Voice recorders was used to capture all the proceedings during the interview.

## Validity of the Research Instrument

The instrument, which was a researcher-made interview schedule composed of researcher-made questions, were submitted for critiquing by the thesis adviser and were endorsed for content validation to the members of the Thesis Committee who were experts in research, instruction, and science discipline. According to the experts' recommendations, the instrument underwent a final editing process, which included adding new features and removing unnecessary ones. Once again, these were submitted to the adviser for final checking before it was finally printed.

Comments, corrections, and suggestions of the panel of validators regarding the interview schedule will be considered using the appropriate form of Good and Scates (Appendix A).

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



## Data Gathering Procedure

The interview schedule as the instrument, was provided by the researcher. This was used to identify experiences of the Indigenous People (IP) learners on the use of reflective journal in Science.

To conduct the study, the researcher secured a permit letter to the Dean of the College of Education, University of Iloilo. Upon approval, the researcher sought permission from the submitted the permits from the elders of the community was obtained prior to the conduct of the study and to the School Head of Gines National High School.

The researcher then identified the participants through purposive sampling technique. After selecting the participants, the researcher provided research consent to the participants stipulating their willingness to participate in the study.

The participants of these study were twenty (20) grade 11 Indigenous People (IP) Learners of Gines National High School for the school year 2024-2025. They were chosen based on the criteria provided by the researcher.

After utilizing the purposive sampling, obtaining permission from the informants, and securing the consent; preparation of the materials and conducting the study for data gathering were done. Formal and informal interview with the participants and the other significant were conducted. The interview was a one-on-one session with the use of interview guide questions. The interview was conducted several times in order to gather a valid and accurate responses. After the interview, all artifacts were collected and recorded for data analysis.

The acquired data was analyzed using a thematic method.

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



Finding pattern or themes in qualitative data is the process of thematic analysis. The goal of thematic analysis, according to Aquidado et al., (2023), is to find themes, such as fascinating or significant patterns in the data, and then utilize those themes to discuss the research or make a point about a problem. This involves condensing, evaluating, and interpreting the information gathered and giving it meaning. In this study, themes were generated after gathering responses from the interview. All responses were analyzed and the researcher identified significant themes. These themes were given meaning and answered the research problems.

## RESULTS AND DISCUSSIONS

This study aimed to investigate the experiences of Indigenous People (IP) learners on the use of Reflective Journal in Science bases for intervention program in Gines National High School during the school year 2024-2025.

This qualitative research study involves the Twenty (20) Indigenous People (IP) learners selected through purposive sampling. They were selected on the following criterion: (1) they belong to the Indigenous People community, (2) a grade 11 learner who were officially enrolled at Gines National High School,

The data were collected through observations and interviews, and it was then analyzed using thematic analysis.

The following are the findings of the study:

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



Based on the results of the in-depth interview with the participants, it was found out that IP learners' views on reflective journal in earth and life science were enjoyable, provides improvement in critical thinking and creativity, provides information, provides freedom of expression through writing.

It was found out that the experiences of IP learners on the use of reflective journal in earth and life science were self-realization, develop critical thinking skills, provide guidance, and write freely.

It was also found out that the challenges encountered by IP learners in using reflective journal in earth and life science were submission on time, feeling pressured, provision of journal notebook, difficulty in writing.

Based on the results of the study, IP learners' ways on how to manage that challenges they encountered in using reflective journal were to provide extra book, note-taking, attentive listening, and provide personal intervention.

Based on the findings, the following insights were drawn:

Reflective journal is a powerful educational tool that supports personal growth and academic development, transforming the learning experience into one that is both enjoyable and intellectually stimulating.

The use of reflective journals in Earth and Life Science not only enhances academic skills but also promotes personal growth, self-awareness, and a deeper connection to the subject matter. This holistic approach to learning can significantly enrich the educational experience for IP learners.

\*\*\*\*\*

### **Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### **Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

Reflective journal offers numerous benefits for IP learners, these challenges must be addressed to enhance the effectiveness of the practice. Providing support, resources, and a more flexible approach to journal can help mitigate these issues, allowing learners to engage more deeply and meaningfully with their reflections in Earth and Life Science.

Strategies not only address the challenges faced by IP learners but also promote a more enriching and supportive learning environment. By fostering a culture of reflection and providing the necessary tools and support, educators can enhance learners' engagement and effectiveness in using reflective journals as a learning tool.

## Conclusion

In light of the findings and insights derived in this study, the following recommendations are forwarded:

Clear guidelines and support are essential, including prompts, examples, and workshops. Peer sharing and feedback giving are also encouraged, fostering a sense of community. Technology can enhance engagement by providing online platforms and multimedia integration. Regular reviews and reflections on journals help learners feel valued and identify areas for improvement.

Educators should provide ongoing support and constructive feedback to help learners feel valued and improve their writing skills and critical thinking abilities. Encouraging personal connections to the material can also enhance the overall learning experience by fostering a deeper sense of relevance and engagement with the subject matter.

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*

# INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue III

February 2025

Available online at <https://www.instabrightgazette.com>



\*\*\*\*\*

Educators can create a more supportive and enriching environment for IP learners, allowing them to engage more deeply and meaningfully with their reflective journal in Earth and Life Science. This holistic approach not only addresses the challenges faced by students in science but also enhances their overall learning experience.

Create a structured program that integrates reflective journal into the curriculum in a meaningful way.

Incorporate regular opportunities for learners to reflect on their journal entries and share insights with peers.

Ensure that educators are equipped to support learners in their reflective journal journey.

A copy of a proposed intervention program must be shared to the Schools Division Office, District office, and to the other High Schools for their information and guidance, and if necessary be implemented in their respective schools.

A similar study is also encouraged to be conducted in the future, consider other variables not used nor mention in the study, and if possible, a quantitative research on relationship between the use of reflective journal and learners' writing and reading comprehension skills.

\*\*\*\*\*

## **Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### **Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



## References

- Abad (2020). Philippine Basic Education Learning Continuity Plan: Creating Space for Indigenous Peoples Toward Inclusive post-COVID-19 Education. *International Journal of Pedagogical Development and Lifelong Learning*, 2(1), January 2021, ep2102, <https://doi.org/10.30935/ijpdll/9294>
- Ahamed, A.M. (2020). Students' reflective journaling: an impactful strategy that informs instructional practices in an EFL writing university context in Qatar. *Reflective Practice*, 20(4) <https://doi.org/10.1080/14623943.2019.1638246>. January 2021.
- Akram (2020), Prevalence and psychiatric correlates of suicidal ideation in UK university students, *Journal of Affective Disorders*, Retrieved on January 2025 from <https://doi.org/10.1016/j.jad.2020.03.185>.
- Alt, D. et al., (2022) Higher education students' reflective journal writing and lifelong learning skills: Insights from an exploratory sequential study. *Front Psychol.* 2022 Jan 7;12:707168. PMID: 35069305 doi: 10.3389/fpsyg.2021.707168 January 2022.
- Anunobi, C. & Udem, O.K. (2018). Information literacy competencies: A conceptual analysis *Journal of Applied Information Science and Technology*, 7 (2) (2018). SSRN: <https://ssrn.com/abstract=3231777> August 2018.
- Amegashie, K. & Ankamah, S. (2020) Information Literacy among students of the University of Ghana Business School and Ghana Institute of Management and Public Administration

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*

# INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue III

February 2025



Available online at <https://www.instabrightgazette.com>

\*\*\*\*\*

Business School. Library Philosophy and Practice.

<https://www.researchgate.net/publication/343979915>.

Amir et al., (2018) The Effect of Freewriting on Developing Punctuation Marks in Paragraph Writings of Iranian EFL Intermediate Learners. *Theory and Practice in Language Studies*. 8. 34. 10.17507/tpis.0801.05 January 2018.

Aquidado (2023), Science Teaching Practices of Secondary Schools Through Teachers' Reflective Journal: Bases for a Plan of Action July 2023.

Aouaf, S. et al., (2023). Perceived Barriers to Critical Thinking Development: The Student's View. *International Journal of Linguistics, Literature and Translation*, 6(2), 63–69. <https://doi.org/10.32996/IJLLT.2023.6.2.10> March 2023.

Baloch, M. A. (2000–2024). *What is the difference between providing guidance and giving directions as a leader*. <https://www.quora.com/What-is-the-difference-between-providing-guidance-and-giving-directions-as-a-leader>

Bashan, B. & Holsblat, R. & Boylan, M. (2017). *Reflective Journals as a research tool: The case of student Teachers' development of teamwork, cogent education*, 4:1, DOI: 10.1080/2331186X.2017.1374234.

Bassot, B. (2020). *The reflective journal*. Bloomsbury Publishing Academic 2020 ISBN 135201291.9781352010299 Retrieved on February 2025 from The Reflective Journal - Barbara Bassot - Google Books.

Burns, E. (2020). *Reflective school library practitioners:*

\*\*\*\*\*

## Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

## Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*

# INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue III

February 2025

Available online at <https://www.instabrightgazette.com>



\*\*\*\*\*

Use of Journaling to Strengthen Practice. School

Library Research 23, ISSN: 2165-1019. [www.ala.org/aasl/slr/volume23/burns](http://www.ala.org/aasl/slr/volume23/burns) 2020.

Cambridge Dictionary (2024) <https://dictionary.cambridge.org/us/dictionary/english/craft>.

Retrieved on September 1, 2024.

Curacubby Team (2022) <https://www.curacubby.com/resources/enrichment-in-school/>

Coleman, D.M., & Willis, D. (2015). Reflective writing: the student nurse's perspective on reflective writing and poetry writing. *Nurse education today*, 35 7, 906-11.

Department of Education (DepEd)DO 32, S. 2015 – Adopting the Indigenous Peoples Education Curriculum Framework Retrieved on January 23, 2025 on <https://www.deped.gov.ph/2015/07/29/do-32-s-2015-adopting-the-indigenous-peoples-education-curriculum-framework/>.

Department of Education (2024) K to 12 Basic Education Curriculum-Senior High School Core Subjects. Retrieved from SHS-Core\_Earth-and-Life-Science-CG\_with-tagged-sci-equipment.pdf (deped.gov.ph). RDepartment of Education. 2024. K to 12 Curriculum Guide Science. Retrieved from. Science-CG\_with-tagged-sci-equipment\_revised.pdf (deped.gov.ph). Retrieved on August 13, 2024.

Dolatre & Ortiz (2023), Lived Experiences of Multi-Grade Teachers with the Dumagat Learners During the New Normal. Journal homepage: [www.ijrpr.com](http://www.ijrpr.com) ISSN 2582-7421, DOI: <https://doi.org/10.55248/gengpi.4.723.49704> July 2023.

\*\*\*\*\*

## Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*

# INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue III

February 2025

Available online at <https://www.instabrightgazette.com>



\*\*\*\*\*

Eduardo, J. P., & Gabriel, A. G. (2021). Indigenous Peoples and the Right to Education: The Dumagat Experience in the Provinces of Nueva Ecija and Aurora, in the Philippines. *SAGE Open*, 11(2). <https://doi.org/10.1177/21582440211009491>  
May 2021.

Encyclopedia Britannica (2004) <https://www.britannica.com/search?query=science>

Fullan et al., (2020) A Case Study to Determine Critical Thinking Skills of University Students, *Procedia - Social and Behavioral Sciences*, Volume 75, 2013, ISSN 1877-0428, <https://doi.org/10.1016/j.sbspro.2013.04.061>.  
(<https://www.sciencedirect.com/science/article/pii/S1877042813005971>) October 2020.

Greenberger, S.W. (2020): *Creating a guide for reflective Practice: Applying dewey's reflective thinking to Document faculty scholarly engagement, reflective Practice*. DOI: 10.1080/14623943.2020.1773422 June 2020.

Goker, S.D. (2016). Use of reflective journals in development of teaching leadership and teaching skills. *Universal Journal of Educational Research* 4(12A): 63-70, 2016. DOI: 10.13189/ujer.2016.041309 December 2016

Huth, C. (2018) *Back to basics: Modern note-taking the da vinci way*. <https://www.socialstudies.org/conference/back-basics-modern-note-taking-da-vinci-way/50146> November 2018.

\*\*\*\*\*

## Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

## Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

Imanjorang, S. & Pulungan, A. (2021) Students' difficulties in writing process of recount text for eight grade of junior high school. *Journal of English Language Teaching of FBS-Unimed*. DOI: 10. 10.24114/reg.v10i3.29980 December 2021.

International Work Group for Indigenous Affairs (IWGIA) (2024). *International Work Group for Indigenous Affairs*.

Jack, K. & Illingworth, S. (2019). Developing reflective thinking through poetry writing: Views from students and educators. *International Journal of Nursing Education Scholarship*, 16(1), 20180064. <https://doi.org/10.1515/ijnes-2018-0064> August 2019.

Joshua A. Danish, Jasmine Y. M (2023). *What is learning, for whom, and to what end? An overview*, Editor(s): Robert J Tierney, Fazal Rizvi, Kadriye Ercikan, International Encyclopedia of Education (Fourth Edition), Elsevier, 2023, Pages 1-11, ISBN 9780128186299, <https://doi.org/10.1016/B978-0-12-818630-5.14001-1> 2022.

Julia Martins (2024) *Effective active listening: Examples, techniques and exercises*. <https://asan.com/resources/active-listening>

Kallarackar, T.J. & Thomas, P.J. (2020) Framework for Structured reflective journal for professional Development of student teachers at secondary Level. *International Journal of Multidisciplinary Educational Research*, 5(6). DOI: <https://dx.doi.org/10.24093/awej/vol14no2.17> June 2020.

\*\*\*\*\*

## Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

## Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*

# INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue III

February 2025

Available online at <https://www.instabrightgazette.com>



\*\*\*\*\*  
Katherine Busch (2022.) *The Impact of freewriting on writing teachers' self-perceptions*

<https://bearworks.missouristate.edu/cgi/viewcontent.cgi?article=4752&context=theses>  
May 2022.

Kelley, T.R., & Knowles, J.G. (2016) *Science education in theory and practice*, 2020 ISBN:  
978-3-030-43619-3 A

Kennelly, I., Oke, M. (2024) *Taking note of notetaking. In: Academic skills in early childhood education and care. Springer texts in education.* Springer, Cham.  
[https://doi.org/10.1007/978-3-031-59571-4\\_16](https://doi.org/10.1007/978-3-031-59571-4_16)

Kerr, B. (2025) *Creativity. Encyclopedia Britannica.*  
<https://www.britannica.com/topic/creativity>

Kuokkanen, R. (2024) The problem of culturalizing indigenous self-determination: Sámi cultural autonomy in Finland. *The Polar Journal*, 14(1)148–166.  
<https://doi.org/10.1080/2154896X.2024.2342125> April 2024

Leinon, J. et al., (2021) Does the Early Bird Catch the Worm? Earliness of Students' Work and its Relationship with Course Outcomes Retrieved on March 2025 from  
<https://juholeinonen.com/assets/pdf/leinonen2021does.pdf>

Lehman, I. M. et al., (2024) Forum: The case for reflexive writing practices in management communication and organization studies, *Management Communication Quarterly*, 38 (3), (698-729), (2024). <https://doi.org/10.1111/gwao.12441> January 2024.

Lindroth, J.T. (2015). *Reflective journals: A review of The literature.* Update: Applications of Research in

\*\*\*\*\*

## Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

## Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



Music Education, 34 (1). <https://doi.org/10.1177/8755123314548046>.

Levine, M. (2022) Difficulties with writing Retrieved on February 21, 2025 from <https://www.pbs.org/wgbh/misunderstoodminds/writingdiffs.html>.

Lumen et al., (2022) Experiences With and Lessons Learned on Deadlines and Submission Behavior <https://doi.org/10.1145/3564721.3564728> November 2022.

Majchrzak, O. & Ostrogska, P. (2022). *Journal writing – students' voices*. *Językoznawstwo*. 17. 247-268. DOI 10.25312/2391-5137.17/2022\_18ompo December 2022.

Malik, Kenan (2021) What is Freedom of Expression? Why Freedom of Expression is Important? Retrieved on February 16, 2025 from <https://www.article19.org/what-is-freedom-of-expression/>.

Mann, S. & Walsh, S. (2017). *Reflective practice in English language teaching: Research-based principles And practices (1st ed.)*. Routledge. <https://doi.org/10.4324/9781315733395> June 2017.

Mark Floricar G. Hipolito (2024), A Systematic Literature Review of the Significance of the School of Living Tradition in the Preservation of Cultural Heritage of the Indigenous Peoples.10.11594/ijmaber.05.02.21 February 2024.

Medrano, T.Z.S. (2019). The science reflective journal:  
A tool in assessing the grade four learners'  
Performance and the attitude towards science, 3(4)

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*

# INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue III

February 2025

Available online at <https://www.instabrightgazette.com>



\*\*\*\*\*

*Ascendents Asia Journal of Multidisciplinary Research*

*Conference*

*Proceedings,*

Hotel Jen Manila, Pasay City, NCR, Philippines February 2019.

Megan Smith (2017) *how much guidance should we give our students?*

<https://www.learningscientists.org/blog/2017/3/9-1>

Mileo et al.,(2023) Music Integration and its Effects on the Academic Achievement of the Students in MAPEH: An Experimental Study International Journal of Research Publication and Reviews Journal homepage: [www.ijrpr.com](http://www.ijrpr.com) ISSN 2582-7421 July 2023.

Miller, Rebecca (2023) *The effectiveness of individual, small group, and whole class intervention at the secondary level*

[https://nwcommons.nwciowa.edu/cgi/viewcontent.cgi?](https://nwcommons.nwciowa.edu/cgi/viewcontent.cgi?article=1533&context=education_masters)

[article=1533&context=education\\_masters](https://nwcommons.nwciowa.edu/cgi/viewcontent.cgi?article=1533&context=education_masters)

Mills, A.(2018) *The power of interactive student notebook.* <https://medium.com/a-teachers-hat/the-power-of-interactive-student-notebooks-7101f33cfaf6>

Mishra, A. (2023) What is Note-Taking? Tips for

Effective Note-taking [https://englishliterature.education/articles/tips/](https://englishliterature.education/articles/tips/what-is-note-taking-why-is-it-important-key-features-of-effective-note-taking-explained-in-this-article/)

[what-is-note-taking-why-is-it-important-key-features](https://englishliterature.education/articles/tips/what-is-note-taking-why-is-it-important-key-features-of-effective-note-taking-explained-in-this-article/)

[-of-effective-note-taking-explained](https://englishliterature.education/articles/tips/what-is-note-taking-why-is-it-important-key-features-of-effective-note-taking-explained-in-this-article/)

[-in-this-article/](https://englishliterature.education/articles/tips/what-is-note-taking-why-is-it-important-key-features-of-effective-note-taking-explained-in-this-article/) January 2025.

Molen, V. D. et al., (2015). Takshe, A., van der Molen, I., & Lovett, J. C. (2015). Can international aid contribute to resilience Perceptions of aid effectiveness following the

\*\*\*\*\*

## **Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

## **Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*

# INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue III

February 2025

Available online at <https://www.instabrightgazette.com>



\*\*\*\*\*

2007 Nahr el Bared crisis. In I. van der Molen, & N. Stel (Eds.), *Conflict and environment in North Lebanon vulnerability and resilience from a multi-disciplinary perspective* (pp. 269-300). University of Twente January 2015.

Moller, A. C., et al. (2020). The role of enjoyment in well-being: A review of the literature. *Journal of Happiness Studies*, 21(4), 1297-1315. DOI: 10.1007/s10902-020-00229-3.

Mosiichuk, Vasyl (2023). *Self-realization & self-development: Conceptualization of the conscious choice and the unconscious position of the subject*. <https://ssrn.com/abstract=4395508> or <http://dx.doi.org/10/2139/ssrn.4395508> March 2023.

National Commission on Indigenous People Retrieved on February 21, 2025 from <https://ncip.gov.ph/wp-content/uploads/2020/03/IPRA-LAW.pdf>

Newton, A. (2024) "Active listening for effective student engagement", *Journal of Learning Development in Higher Education* [Preprint], (32). Available at: <https://doi.org/10.47408/jldhe.vi32.1409> October 2024

Northern Illinois University Center for Innovative Teaching and Learning. (2012). *Reflective journals and learning logs*. In *Instructional guide for university faculty and teaching assistants*.

<https://www.niu.edu/citl/resources/guides/instructional-guide>

\*\*\*\*\*

## Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

## Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

Plaza, A. et al.,(2022). Coping Mechanism of the Humss Senior High School Students of St.

Paul University Surigao in the New Normal. *International Journal of Science and Management Studies (IJSMS)*. 166-176. 10.51386/25815946/ijms-v5i3p119 June 2022.

Putra, P. et al., (2024). The relationship between linguistic intelligence and social interaction of buddhist young people: A perspective on buddhist education. *International Journal of Science and Applied Science: Conference Series*. 8. 220. DOI: 10.20961/ijscs December 2024.

Relationship between Critical and Creative Thinking Skills and Learning Achievement in Biology with Reference to Educational Level. (2023). *Gender Journal of Turkish Science Education, 20(1)*, 66-83. DOI no: 10.36681/tused.2023.005

nwar Rumjaun, Fawzia Narod

REPUBLIC ACT NO. 8371, October 29, 1997, Supreme Court E-Library Retrieved on February 21, 2025 from <https://elibrary.judiciary.gov.ph/thebookshelf/showdocs/2/2562>

Senate Electoral Tribunal, 1987 Constitution, Retrieved on January 27, 2025 from <https://www.set.gov.ph/resources/philippine-constitutions/1987-constitution/>

Schneider et al., (2021) Higher Education students' reflective journal writing and lifelong learning skills: Insights from an exploratory sequential study. Original research article sec. *Educational Psychology, 12(1)* <https://doi.org/10.3389/fpsyg.2021.707168> January 2022.

Skaniakos, T., Honkimäki, S., Kallio, E., Nissinen, K., & Tynjälä, P. (2018). Study guidance experiences, study progress, and perceived learning outcomes of Finnish university

\*\*\*\*\*

## Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

## Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

students. *European Journal of Higher Education*, 9(2), 203–218.

<https://doi.org/10.1080/21568235.2018.1475247>

Sunra, L. & Nur, S. (2020). Teachers' reflective practice

and challenges in an Indonesian EFL secondary school

classroom. *International Journal of Language*

*Education*, 4(2) 2020.

Suwistika, Rima et al., (2024). Improving critical thinking and creative thinking skills through

POPBL learning in high school student. *Jurnal Pendidikan Biologi Indonesia*, 10. 115-

122. 10.22219/jpbi March 2024.

Tennant, K. et al., Active Listening National Library of Medicine Retrieved on March 3, 2025

from [https://www.ncbi.nlm.nih.gov/books/NBK442015/#\\_ncbi\\_dlg\\_citbx\\_NBK442015](https://www.ncbi.nlm.nih.gov/books/NBK442015/#_ncbi_dlg_citbx_NBK442015)

September 2023.

UNESCO (2019), Indigenous Peoples, Retrieved on January 15, 2025 from

<https://www.unesco.org/en/indigenous-peoples>

United Nations Permanent Forum on Indigenous Issues. Microsoft Word - Factsheet-

identity1.doc (un.org)

University of Illinois Springfield. [https://www.uis.edu/learning-hub/writing-](https://www.uis.edu/learning-hub/writing-resources/handouts/learning-hub/freewriting)

[resources/handouts/learning-hub/freewriting](https://www.uis.edu/learning-hub/writing-resources/handouts/learning-hub/freewriting)

Wani, S. A. & Hussian, Z. (2024). Developing critical thinking skills: Encouraging analytical

and creative thinking. DOI: 10.4018/979-8-3693-0868-4.ch007 April 2024.

\*\*\*\*\*

## Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*

# INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue III

February 2025

Available online at <https://www.instabrightgazette.com>



\*\*\*\*\*

Wist, C. (2018). Putting it all together: Understanding the research behind interactive notebooks. *School of Education, Curriculum and Instruction Elementary*. Available at [https://tccl.arcc.albany.edu/knilt/images/d0/Interactive\\_Notebooks\\_Research.pdf](https://tccl.arcc.albany.edu/knilt/images/d0/Interactive_Notebooks_Research.pdf) March 2018.

Zens, Abbey (2021). The impact of differentiated learning activities on student engagement and motivation in the english language arts classroom. Dissertations, Theses, and Projects. 611. <https://red.mnstate.edu/thesis/611> March 2021.

Zidny, Robby et al., (2020). A Multi-perspective reflection on how indigenous knowledge and related ideas can improve science education for Sustainability. *Science & Education*. 29. DOI: 10.1007/s11191-019-00100-x January 2020.

\*\*\*\*\*

## Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*