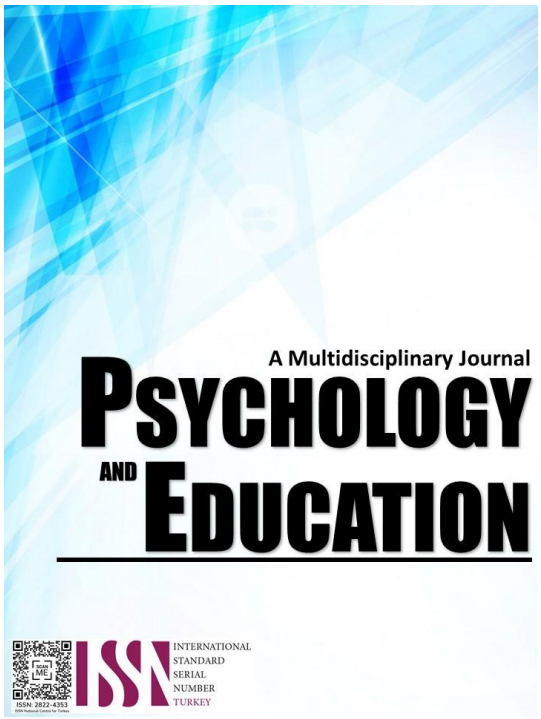
DEVELOPMENT OF ARALING PANLIPUNAN COMPETENCIES AMONG THE GRADE TEN LEARNERS OF SAYAO NATIONAL HIGH SCHOOL USING FLIPPED CLASSROOM APPROACH



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Research Article

Development of Araling Panlipunan Competencies Among the Grade Ten Learners of Sayao National High School Using Flipped Classroom Approach

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Abstract

This study aimed to determine whether the flipped classroom approach will enhance the competency level of the grade 10 *Araling Panlipunan* learners in Sayao National High School on topics during the fourth quarter of the School Year 2021-2022. Precisely, to determine which of the flipped classroom approach and traditional method incorporating localization and contextualization strategies seem effective in increasing the level of competency and academic performance of the learners, this employed a pretest/post-test experimental design covering the participation of 20 learners exposed to flipped classroom approach and 20 learners exposed to the traditional method. Data gathered by the researcher were analyzed and interpreted using percentage, mean, and the T-test to evaluate the frequency distribution and significant difference between the level of competency and academic performance of the learners exposed to the flipped classroom approach and traditional method. Findings revealed that the level of competency and academic performance of the Grade 10 *Araling Panlipunan* learners exposed to flipped classroom approach is higher than those exposed to the traditional method.

Keywords: *aralingpanlipunan, flipped classroom approach, localization and contextualization, learning competencies, academic performance*

Introduction

In the world setting, the Social Studies or *Araling Panlipunan* curriculum discipline has historically been tasked by the Department of Education to teach democratic people to engage in a complicated political environment that would continue the story of democracy, freedom, and equality that defines the nation (McKnight & Chandler, 2009).

In the Philippines, by Republic Act 10533, the Department of Education (DepEd) implemented the K to 12 curricula to holistically develop Filipinos with 21st-century skills. The educational system in the Philippines has always been the main channel used to create united and responsible citizens in the country. Additionally, the construction of attitudes and values of the learners was based on the Core Values, Vision, and Mission of the Department of Education. Therefore, it must go hand in hand with developing their cognitive abilities and skills.

The learning competencies transformed the Core Values into statements of observable behavior. *Makabayan* is one of the core values; an indicator of these observable behaviors is that the learners take pride in being a Filipino, enjoys the rights and responsibilities of a Filipino citizen, and exhibit appropriate behavior when participating in school, community, and national activities involved (DepEd Order No. 8 series of 2015). These *Makabayan* core values strongly bind the Social Studies or *Araling Panlipunan* curriculum. So, when the K-12 curricula implemented the new curriculum on *Araling Panlipunan* 10: Contemporary Issues instead of Economics. One of the main objectives of these actions of the national educational system is to teach responsible public spirit among learners.

The new curriculum on Contemporary Issues has been geared towards cultivating the spirit of good citizenship among learners through the appreciation of local history and understanding of the values of unity and tolerance among the different races, strengthening their identity as Filipinos and promoting responsible citizens and goodwill with other countries in the globalized world (DepEd Order No. 20, series of 2014).

Furthermore, the goal of K to 12 *Araling Panlipunan* in our country is to shape a citizen who is analytical, creative, responsible, productive, nationalistic, and humanistic with national and global awareness and appreciation for historical and social issues (K-12 Curriculum Framework, 2016).

A graduate of the K-12 program should have possessed basic scientific, economic, and technological literacy, which could point to a strengthened responsible citizenship. In the *Araling Panlipunan* 10 learning competencies, the learners had an excellent role in social change. *Araling Panlipunan's* 10 learning competencies emphasize the

part of the citizen not only as an observer in a society of society but also as an active participant in addressing the issue facing society.

However, due to the Corona Virus Disease 19 (COVID-19) Pandemic, the educational system in the world was affected. Thus, DepEd supports the stance of United Nations Educational Scientific and Cultural Organization (UNESCO) that the educational system's quality, access, and empowerment should not be sacrificed by the government in times of crisis, owing to the global health crisis brought about by the Pandemic (UNESCO, 2017).

The Philippine Department of Education confirms its dedication to offering high-quality, easily accessible, sufficient, and liberating basic education services. It will keep working to provide comprehensive education and 21st-century skills to Filipino learners. Despite the obstacles posed by the epidemic, the Department of Education is ensuring that K–12 programs are delivered effectively. Guided by the above principle, the department provides the Most Essential Learning Competencies to the practitioners in the field, like educators, during the School Year 2021-2022. The Most Essential Learning Competencies will allow the Department of Education to focus education on the most relevant and vital skills our learners need to acquire as we anticipate learning delivery challenges. The primary goal of the Most Essential Learning Competency in the fourth quarter of *Araling Panlipunan 10: Mga Kontemporaryong Isyu* is to help learners comprehend the value of citizenship and civic engagement in creating a prosperous, peaceful, and cohesive society and country. These learning competencies primarily seek to foster lifelong learning in learners by encouraging them to love their nation and actively engage in civic participation while demonstrating love and respect.

Learning competencies in *Araling Panlipunan* allow learners to cultivate a more profound love for their nation, fellow citizens, God, and the environment. The *Araling Panlipunan* 10 Contemporary Issues curriculum is the primary foundation for these competencies in our nation's educational system. However, it is one of the most crucial and difficult talents to impart to learners today. According to Lee (2002), education has always been perceived by DepEd as the core determinant factor in creating national unity and initiating loyalty among the multiracial citizens of the country. The learning competencies in *Araling Panlipunan* 10 seek to create informed, accountable, and global-minded citizens who feel national identity. *Araling Panlipunan* develops the knowledge, skills, and values necessary to understand historical and present-day connections among diverse individuals and groups (Maine Department of Education Regulation, 2007).

The expanded concept of citizenship has also demonstrated the ability of individuals to address problems and to actively seek solutions by listening to the government and engaging in activities that help to address the issues facing the country.

The human rights of the individual do not only stop on justifying his rights, but he also has to assert and exercise these rights to reflect better their active participation in dealing with issues and social challenges like participating in the elections, civil society, and participatory governance. Every citizen should have critical thinking, sound judgment, and genuine acceptance of the responsibility of citizenship – to be active in participating in political and social activities, willing to uphold his rights, and participate in every step to achieve actual change and development of his country (K-12 *Araling Panlipunan* Curriculum Framework, 2017).

Now, the challenge is how to translate the goal of K to 12 *Araling Panlipunan* 10: Contemporary Issues curriculum to the learners and how to promote responsible citizenship and active civic participation among the learners today that we are facing an educational crisis due to the Pandemic. Furthermore, according to UNESCO (2020), more than 28 million learners in the Philippines have been affected by the virus outbreak. World Bank (2022) also reported that 90.9% of Filipino learners have learning in poverty, and 90.4% have learning deprivation in the country. The above reports cause a decrease in the academic performance of the learners by the

School Year 2020-2021 by 17% (Garcia et al., 2020). Experts estimated that the whole School Year when learners could not go to school significantly impacted the educational system, primarily on the learning where learners could lag in their knowledge. The problem in this modern era, learners are found by the experts lacking in their spirit of responsible citizenship and active civic participation. There was an alarming loss of etiquette and values.

In the school year 2020-2021, the Division of Marinduque in MIMAROPA concluded that the quality of education affected the learners' academic performance through the mean percentage scores (MPS) in every quarter. Furthermore, the Division Performance Profile in *Araling Panlipunan* shows that

results fall under the beginning proficiency level described by the National Education Testing Research Center (NETRC), showing an alarming call to the learning area in *Araling Panlipunan*.

Furthermore, the result of the Index of Mastery of the students in the fourth quarter of School Year 2020-2021 in Araling Panlipunan 10 shows that the objective of developing responsible citizenship and active civic participation had the lowest proficiency level, falling under Developing. In addition, the result of the index of mastery in developing responsible citizenship and civic active involvement got the lowest proficiency levels in the learners' attainment.

It is true that teaching *Araling Panlipunan* traditionally magnetizes fewer learners than other subjects. Fielding (2005) asserts that the *Araling Panlipunan* emphasis on memorization of extensive amounts of historical information is typical in traditional history and social studies school curricula, making these less appealing to learners. The burden of lifting the poor performance of learners must not be shouldered by the learners alone.

In an analysis of the poor performance of Filipino learners today, many researchers and educators continuously conduct studies on how to improve teaching approaches and strategies. Adling (2021) concluded that the Pandemic opens a new setup in our educational system. Educational institutions modify the learning environment, and one of these environments is the blended learning environment.

Horn et al. (2011) defined blended learning as a combination of face-to-face and an online/offline learning environment that utilizes both strengths. There are different kinds of blended learning. The flipped classroom is one such blended learning environment.

Flipped classroom focuses on applying the theory of knowledge during class time with the full use of technology outside the class. Flipped Classroom is convenient for teachers to make more time for practical learning inside the Classroom under the revised taxonomy of the cognitive domain of Bloom. Flipped Classroom does not always mean it is suitable for your learners. Flipped classroom approach was not yet known to be applied in Social Studies or *Araling Panlipunan* subjects.

On the other hand, localization and contextualization were the common incorporations of every traditional Classroom setup in teaching Araling Panlipunan. Localization and contextualization have a positive effect on the teaching and learning process. In fact, localization and contextualization were some of the standard features of the K-12 *Araling Panlipunan* curriculum. Lessons in *Araling Panlipunan* can be localized and contextualized. The flipped classroom, localization, and contextualization uphold the idea that teaching should be adaptable, creative, relevant, and meaningful to meet the requirements of both learners and teachers. Teachers should be adaptive and innovative to develop 21st-century learners holistically. Localization and contextualization approaches are a challenging partner to our flipped classroom approach in improving the level of competency of the learners in *Araling Panlipunan* after the outbreak of the Pandemic.

In connection with this, the study was conducted to determine whether the flipped classroom approach will enhance the competency level of the grade 10 *Araling Panlipunan* learners in Sayao National High School on topics during the fourth quarter. This study employed an experimental method of research wherein the researcher formulated lessons for *Araling Panlipunan* 10 using flipped classroom approach for the experimental group and a traditional way of integrating localization and contextualization in the control group.

Research Questions

This study aims to determine whether the flipped classroom approach will enhance the competency level of the grade 10 *Araling Panlipunan* learners in Sayao National High School on topics during the fourth quarter. Specifically, this sought answers to the following problems:

1. What is the level of competency of the grade 10 learners exposed to the flipped classroom approach and traditional approach before the experiment based on the results of:
   1.1. Pretest; an
   1.2. Third Quarter Average Grades?
2. What is the competency level of the grade 10 learners after the experiment employed flipped classroom approach and traditional approach based on the results of:
   2.1. Post-test; and
   2.2. Fourth Quarter Average Grades?
3. Is there a significant difference in the level of competency of the learners exposed to flipped classroom approach and traditional approach based on the results of:
   3.1. Post-test; and

3.2. Fourth Quarter Average Grades?

Literature Review

Learning Competencies in Araling Panlipunan 10: Mga Kontemporaryong Isyu

According to Llego (2020), as stated by UNESCO (2020) report, the current global health crisis caused by the pandemic is having a profound impact on basic education, as about 87% of the international learners' body or about 1.5 billion learners are affected by the closure of schools (UNESCO, 2020). As distance and remote learning programs are temporarily implemented in many places, the most marginalized, poor, and vulnerable children are expected to be disadvantaged.

The Department of Education shares UNESCO's belief that educational quality, access, and system strengthening should not be compromised in times of crisis (UNESCO, 2017) and that the reverse will have a negative impact on human capital. The Department of Education reaffirms its commitment to providing relevant, quality, accessible, and liberating Philippine basic education services. It will continue to strive to educate holistic Filipino learners with 21st-century skills. Consistent with the preceding assumption, for the 2021–2022 school year, the Department of Education is releasing the Most Essential Learning Competencies for use by educators in basic education nationwide.

Providing the Essential Learning Competencies is not only a response to the challenges of the current Pandemic but also part of the long-term response of departments to the development of resilient education systems, especially in crisis. Therefore, in certain circumstances, it can be used to ensure continuity of education across the curriculum dimension. As we prepare for the difficulties of learning delivery, the Most Essential Competencies for Learning initiative enables the Department of Education to concentrate instruction on the most crucial and necessary abilities that our learners need to acquire. Unleashing the Most Basic Learning Skills does not lower the standards set in the comprehensive K-12 teacher manuals but instead serves as a complete guide for teachers in meeting learner learning needs while ensuring that educational standards are met and met become.

According to Abouchacra (2021) learning competencies are a general term that refers to the application of desirable information, skills, behaviors, and capacities. Competencies frequently describe specific knowledge and functional abilities that enable someone to successfully carry out particular tasks in a work or educational setting. According to the Most Essential Learning Competencies Guidelines (2020), desirable learning competencies as those that may enrich education but may not be necessary for developing foundational skills. On the other hand, essential learning competencies were defined as a means of preparing learners for succeeding grade levels and, ultimately, lifelong learning. Essential learning competencies are those that are regarded as indispensable by the learners.

The core objective of *Araling Panlipunan* 10 learning competency, to foster lifelong learning, is upheld by the Most Essential Learning Competencies. The following are the fourth quarter *Araling Panlipunan* 10: *Mga Kontemporaryong Isyu's* Most Essential Learning Competencies a) *Naipaliliwanag ang kahalagahan ng aktibong pagmamamayan (AP10PKK-IVa- 1), b) Nasusuri ang kahalagahan ng pagsusulong at pangangalaga sa karapatang pantao sa pagtugon sa mga isyu at hamong panlipunan (AP10MKP-IVe-5), c) Natatalakay ang mga epekto ng aktibong pakikilahok ng mamamayan sa mga gawaing pansibiko sa kabuhayan, politika, at lipunan (AP10PNP-IVg-7), and d) Napahahalagahan ang papel ng mamamayan sa pagkakaron ng isang mabuting pamahalaan.*

The overall goal of the learning competencies for the fourth quarter of *Araling Panlipunan 10: Mga Kontemporaryong Isyu* is to help learners comprehend the value of responsible citizenship and involvement in creating a prosperous, peaceful, and cohesive society and country.

In this modern time, learners were found to be lacking in their spirit of responsible citizenship and active participation in civic activities due to some factors. As Awang (2017) explained, the education system in countries that were being formed faced the crucial challenge of developing national pride among the younger generation. Awang (2017) further clarifies that the creation of a nation depends on the foundation of a sense of loyalty and national pride among the citizens. Baildon et al. (2009) described *Araling Panlipunan* learners as the reflection of the government's vision to produce citizens who are both nationalistic and prepared to join a globally competitive workforce.

While the Department of Education attempts to instill

the values needed to keep the citizens rooted (love for country, respect for the national culture and rights of fellow human beings, fulfillment of duties), there is likewise the goal of forming citizens with a global outlook and able to adapt to environments outside national borders.

Maca and Morris (2012) clarify that the attempts of the Department of Education to instill national pride and good citizenship are an effort to keep young people grounded in crucial values central to the building blocks of affiliation and participation – a sense of respect for Philippine cultural forms.

Philippine education aims for social development rather than as a tool for national development. *Araling Panlipunan* is being lauded for its focus on human rights, respect for the environment, and developing skills that will have currency in the global economy. Lee (2004) describes that the educational system of most countries anchored the development of responsible citizenship among its citizen on the Social Studies curriculum.

A study by Egorova (2015) concluded that school and family play a vital role in the development of sincere feelings in learners; therefore Nair et al. (2017) suggested that teachers should employ the right strategies and use effective teaching materials to improve interest and understanding of the *Araling Panlipunan* learners, which will also help enhance their level of competency.

Flipped Classroom

As described by Lage et al. (2000), the flipped or inverted classroom is a specific type of blended-learning classroom because it can utilize technology, such as video lessons and other forms of multimedia, to move lectures outside the classroom as a take-home assignment. Bishop and Verleger (2013) concluded that learners and teachers have time for active learning in the flipped or inverted classroom.

Furthermore, Ursua (2019) clarifies that choosing between the different kinds of blended learning depends on the overall target outcomes of the class stated on the learning objectives and Most Essential Learning Competencies being developed by the Department of Education. Although the flipped classroom has existed for a while in various formats, it was made more well-known and established as a model by Jonathan Bergmann and Aaron Sams. The flipped classroom model aims to reform age-old teaching methods to engage active participation in the Classroom.

Dunn (2014) describes the flipped classroom as a pedagogical strategy in which direct instruction is moved from the group learning environment to the unique learning environment. The resulting group learning environment is turned into an engaging, dynamic classroom environment where the teacher supports learners as they apply concepts and actively engage in the course material. In the flipped classroom lectures that were being done inside the classroom, was made at home then class hours were solely dedicated to interactive classroom activities.

In a flipped Classroom, the order of the lecture and homework has been converted. Szparagowski (2014) described the flipped Classroom where the practiced problems usually completed at home are worked on in the school, and the direct instruction is often provided during class is offered as homework in the form of video lectures, reading assignments, or another way. Szparagowski said that in a flipped classroom, learners work alone and have flexible hours to spend in front of a computer.

Videos and flipped classrooms do not take the role of instructors or teachers. An effective flipped classroom is one in which group projects, conversations, issues, and in-class activities take the place of the time that would generally be spent lecturing. Learners who receive direct instruction as homework may receive it in a video, article, book, PowerPoint presentations, handout, or a mix of these.

Therefore, the flipped classroom has been used by any instructor who has assigned readings or required that learners watch videos before class to stimulate discussion or activities. Additionally, Ursua (2019) clarified that flipped classroom does not always do an online interaction, so teachers can also craft or pre-record video lessons, presentations of the task and discussions, or text about the topic and distribute these to the learners as a take-home assignment, class discussion, therefore focusses on evaluating, applying, assessing and creating the theory of knowledge and skills making it convenient for practical learning inside the classroom under the revised taxonomy of Bloom.

Pioneers in flipped learning, Bergmann et al. (2012) noted that flipped learning is not a synonym for online videos. Hence, meaningful learning in a flipped classroom occurs because of the efficient use of the extra class time and strategies for transforming the revised taxonomy of Bloom for learning, teaching, and assessing. The four pillars of a flipped classroom are a flexible setting, a learning culture, intentional content,

and a professional instructor.

Learners can move at their own pace, homework in class provides teachers with better insight into learner struggles and learning preferences, the teachers can more easily customize and update the curriculum and offer it to learners 24/7, classroom time being used more creatively and effectively, and teachers using the method report higher levels of learner achievement, according to Kathleen Fulton (2012), are the advantages of the flipped classroom. Flipped classroom approach is being caught up with educators and researchers in the local scenes.

Salazar (2016) claimed that faculty and teachers today work hard to meet the limited time for class discussion, and learners were having difficulty submitting their requirements. Salazar added that the proposed system of integrating information and educational technology was a timely necessity to help both teachers and learners with their academic dilemmas. Gabionza (2016) describes 21st-century teachers as extensively using educational technology in the teaching and learning process. Bendal (2016) also claimed that blending technology in lectures helps learners increase academic achievement and develop good study habits by creating knowledge on their own using the Just-in-Time (JiT) Flipped classroom approach. Just-in-Time Flipped Classroom approach is an approach where typical class discussion is given homework in the form of video lessons. At the same time, in-class instruction focuses on developing higher-order thinking skills.

Furthermore, Aguinaldo (2013) claimed that this learning could be implemented successfully using the right blend of online/offline learning and face-to-face learning following the Bricolage approach model, even in far-flung areas.

Flipped Classroom and Traditional Classroom Instruction

Education literature in different parts of the world suggests a flipped classroom and other pedagogies that support active learning might benefit learners more than a traditional lecture-in- class model (Bergman et al., 2012 & Fulton, 2012). Anderson et al. (2005) added that learners in a flipped class perform the lower-order, more manageable functions from the revised taxonomy of Bloom outside of the school and the higher- order, more complex tasks in the school, with instructor and peer support.

In a flipped classroom, learners read, listen to pre-recorded video lessons, or watch presentations independently. Then, in class, learners apply this knowledge to higher-order cognitive learning exercises, which, according to proponents of the flipped classroom approach, yield better learning results than the conventional method.

The study of Gayeta (2017) proved that change for the better in theoretical types was being determined by the learners exposed to a flipped classroom than a traditional classroom. Furthermore, according to her study learners exposed to the flipped classroom approach strongly agree that flipped classroom instruction helped them develop a positive attitude toward learning in Araling Panlipunan. Congruent with the claim of Anderson et al. is Gayeta's recommendation of using flipped classroom instruction in all disciplines and venues because it has a positive effect on the learners' learning.

But in contrast to Gayeta's recommendation, EdTech Guro Runner (2013) argued that Filipino learners and even teachers were unprepared and needed sufficient time to be ready for a flipped learning environment. In addition to the appeal of EdTech Guro Runner, the studies of Sappington et al. (2002) and Zappe et al. (2009) claimed that learners preferred live, in-person lectures to video lectures. Their study also concluded that learners liked shorter videos rather than longer ones.

But Deslauriers et al. (2011) defended the recommendation of Gayeta of using flipped classroom instruction in all disciplines and venues because, in their study, it showed that reversing the classroom improves learning efficiency and produces outcomes superior to traditional instructional techniques.

As a proof of the recommendation of Gayeta, the research by Mazur (2009), for instance, demonstrated and proved how several elements of the flipped classroom, such as studying before the lecture, peer education, and active learning, increased the test performance of the learners in physics. Moreover, the study of Camay (2022) claimed that hybrid learning, such as flipped classrooms, increases the academic performance and learning gains of mathematics learners. Likewise, the study of Adling (2021) in flexible blended learning in English gained positive results in the learners' performance. Moravec et al. (2010) provided similar evidence in their study of the flipped classroom approach in introductory biology classes. The study of Lage et al. (2000) in Economics has the same positive result of increasing the academic performance of the learners using a flipped classroom

approach.

Flipping the classroom was theoretically attractive to educators across disciplinary boundaries and among levels within disciplines because it created an environment emphasizing goal-directed practice and feedback, which tie directly to improving learning outcomes (Bergmann & Sams, 2012).

Bormann (2014) supports the claim of Bergmann and Sams; in their study, it is shown that flipped classrooms produce an engaging environment for learners that can lead to higher achievement and better preparedness for 21st-century learning and work environments for the teachers. The flipped classroom approach also involved a transformation of the role of the teacher. The teacher was referred to as the sage on the stage in a typical classroom, presenting knowledge in exciting ways in the hopes that learners would pay attention and retain the material (Bergmann, Overmyer, & Wilie, 2012). The concept of the teacher as a sage on stage was abandoned in favor of flipping the classroom, which positioned the instructor as a guide who collaborates with the learners to help them through their unique learning experiences.

However, Adling (2021) stressed the necessity for teachers to provide ongoing assistance to fulfill the requirements of the most vulnerable learners who cannot adapt fully to the new educational system, like the flipped classroom.

The application of flipped learning has changed the culture of knowledge and understanding of the learners from one that is lecturer-centered to one that is learner-centered, with more class activities being the responsibility of the learners, according to the study of Zainuddin et al. (2016) on flipped classroom research and trends from various fields of study.

Due to the constrained lecture time allotment for each subject, learners have difficulty managing their time. With a flipped classroom, learners have more opportunities to practice the given materials with peers outside of school time. Hung (2015) found that, compared to non-flip lessons, structured and semi-structured flip lessons were more effective instructional methods.

Additionally, Strayer's research from 2007 revealed that learners using the flipped classroom method appreciated it and had a better level of originality (able to find original and creative solutions to challenges) and cooperation (knowledge of collaborating with others to solve problems and develop ideas), than learners in a traditional classroom. Strayer recommended the implementation of flipped classroom approach in any learning area.

In some local studies, it is being seen very positive results where learning performance increases, and the positive attitudes of the learners and adoption of this instruction model are high (Ursua, 2019; Segumpan et al., 2018).

According to Sams and Bergmann (2012) flipped classroom instruction is used throughout many subject areas, not just in chemistry and mathematics classes. Thus, Zainuddin et al. recommended that legislators may adopt the flipped classroom as a modern paradigm for teaching- learning activities for K–12 learners and those in higher education.

Application of Revised Taxonomy of Cognitive Domain of Bloom in a Flipped Classroom

In a flipped classroom, the revised Bloom's taxonomy of the cognitive domain was used. There are six learning levels offered by the taxonomy. From the most basic level to the most complex level, the explanation was presented.

1. Remembering. In this level, the learners attempt to recognize and recall the information are given, retrieve pertinent information from long-term memory, and comprehend the fundamental ideas and principles of the material they have learned throughout this stage.
2. Understanding. To evaluate the data and encapsulate what they have learned, the learners demonstrate their understanding and create their knowledge.
3. Applying. The learners put what they had learned into practice or applied it fresh to the same problem.
4. Analyzing. After engaging in critical thinking or a debate during group activities, the learners come away with new information and concepts. The learners at this level of learning also exhibit creative thinking.

The learners analyze their classmates' comments, use critical thinking to develop a solution, engage in civil discussion, and write a summary. The learners generate new ideas after engaging in debates or critical thinking during group exercises. Learners at this academic level also demonstrate innovative thinking.

5. Evaluating. At this point, learners are evaluating all of the learning concepts. Based on evaluation or established peer-review information, learners may assess or make judgments about how much they have learned.
6. Creating. The learners build, develop, and create something new using what they have learned.

According to Krathwohl and Anderson (2010), practicing remembering and understanding, the two lowest levels of the cognitive domain, occurred outside of class time. The attention of the learners in class was on higher-order cognitive tasks, including applying, analyzing, evaluating, and creating.

In the flipped classroom, recorded video lessons are used to introduce the lower levels before class.

Readings, simulations, and other resources are also used to provide this essential learning support, freeing up class time to concentrate on more advanced knowledge, from application to evaluation.

According to Lankford (2013), the flipped classroom focuses on how to help learners advance in the taxonomy domain. Learners in flipped classrooms progress from the most basic level, memorizing, to the most advanced level (creating).

Nederveld and Berge (2015) further highlighted that in flipped learning, classroom activities focus on application and higher-level education rather than hearing lectures and performing other lower-level thinking tasks. Flipping the classroom gave the learners additional time to support higher-level learning activities, like group discussions. In contrast, lower-level tasks, like knowledge and understanding, were carried out alone outside of class.

Additionally, the flipped classroom model of teaching and learning in secondary schools encouraged active participation from learners and allowed them to learn at their own pace. It gave teachers more time to connect with and evaluate the learning of the learners and gave learners more control and responsibility over their knowledge, and it freed up actual time for more productive, creative, and active learning activities. (Gilboy, Heinrichs and Pazzaglia, 2015).

Finally, the more intense the material taught, the more likely it will be retained. A learning experience that is sharp, clear, vivid, dramatic, or thrilling teaches more than one that is mundane or uninteresting. According to intensity, a learner will gain more knowledge from the real thing than from a copy. So, performing projects rather than reading about them help learners grasp understanding better. *Araling Panlipunan* 10 will be an exciting area to be involved in because real-world applications that incorporate skills and tasks that learners can learn will leave a lasting impression on them. Therefore, the teacher can convert traditional lectures into video lessons, and the learners can listen to them wherever they are outside of class by using the flipped classroom method in teaching and learning activities.

Flipped Classroom Approach in a Social Studies Instruction

As all disciplines integrated educational technology in teaching, integrating educational technologies in Social Studies is not constantly increasing, according to Lee and Friedman (2009). They added that Social Studies teachers tend to teach in a traditional method.

But Gabionza (2016) claimed that most new teachers extensively used educational technology that improved their teaching-learning process. And some of these teachers were Social Studies majors. Social Studies teachers incorporate educational technology in their classes, making it interactive learning.

The benefits of the flipped classroom model in learning have been claimed in many recent studies worldwide. These advantages are often attributed to the classroom time used effectively for active learning by learners. Although there are several relevant studies on deploying the flipped classroom model in Science, Technology, Engineering, and Mathematics subjects, there are very few works studying flipped classroom models in Social Studies.

The study of Aidinopoulou et al. (2017) revealed that flipped classroom approach engages learner-centered activities in Social Studies Classroom. This resulted in a better learning outcome in terms of demonstrating critical higher thinking skills. This initial research provided encouraging evidence for the potential benefits of the Flipped Classroom model in Social Studies subjects in high school.

Likewise, the study of Roehl et al. (2013) revealed that flipped classroom approach provided an opportunity to address technology infused-learning environments and educational institutions toward powerful learning outcomes in Social Studies.

Salazar (2016) added that flipped classroom approach will address the problem of the teacher in planning their limited time to discuss the topic alone. On the contrary, Scheuerell (2015) described that over the past decade, many Social Studies teachers are reported being hesitant to adopt digital technologies into their classrooms and still rely on the textbook and their lectures for teaching. Surveys showed that some social science teachers were skeptical about the effectiveness of the technology. At the same time, others raised worries about the time required to develop new activities and materials and the technological proficiency they needed to gain, according to

Townsend (2010). Giannakos et al. (2014) added that flipped classroom approach has a high initial cost in terms of preparation time and development of the inverted materials.

Finally, the study by David (2019) shows that teachers were untrained in blending and flipping their classes. So, Goodwin (2016) suggested that social studies educators can nurture the internal focus of the learners by creating safe, secure, predictable learning environments. In doing so, teachers may be able to help learners flip the script and develop new beliefs through blended learning in a flipped classroom approach.

The study of Sams and Bergmann (2012) showed that flipped classroom instruction also brings positive results in Social Studies classes. Gaughan (2014) added that Social Studies subject that uses the flipped classroom model must emphasize cultivating 21st-century skills.

Other than that, Esperanza (2019) affirmed that flipped classrooms benefited his learners in achieving high performance. Thus, Esperanza encouraged educators to become content creators to produce content in Social Studies and advocate using technology in teaching.

Likewise, Velasquez (2015) suggests that teachers must undergo training on developing e- materials to ensure quality teaching for effective flipped classroom pedagogy. But in many cases, Bergmann and Sams (2012) suggest that teachers can also download videos, articles, or presentations and utilize them in the flipped classroom, as long as these learning materials are aligned with the topic and learning objectives of the day.

The study by Segumpan and Tan (2018) shows that flipped classrooms improved the academic performance of the learners and inculcated values while learning. The same goes with the study of Bawang (2017) that reflected learners' performance and positive effects on the understanding of concepts, attitudes, engagement, and perceptions of the learners in a flipped classroom environment.

The study of Robles (2012) found that the performance and values of the experimental group who underwent flipped classroom learning approach improved significantly better than the control group.

Additionally, research by Cruz (2018) on enhancing 21st century skills and learner's achievement in science using a flipped classroom approach revealed that a flipped classroom approach helped learners increase their understanding of concepts and other related skills. A study by Snyder et al. (2014) on Cast from the Past: Using Screencasting in the Social Studies Classroom also stated that video lessons in social studies increased learner engagement, value inculcation, and technological skills.

Bendal (2016) also confirmed that just-in-time flipped classrooms were more effective in enhancing the performance and achievement of the learners, including the development of their learning attitudes. Contrary to the above studies by Cruz, Snyder et al., and Bendal, Gaikwad (2012) found that flipping the classroom had no significant improvement in aspects of the learners. Gaikwad described that learners appreciated the ownership and autonomy in learning and found the follow- up to knowledge (in the school) more meaningful as they received support from peers and the teacher.

Maximo (2014) confirmed the study of Gaikwad and pointed out that internet speed, cost, and gadgets are also things to consider when planning a flipped classroom. Furthermore, the study of Cagande et al. (2018) proved the study of Gaikwad; in their research, it was found that flipped classrooms do not affect the learners' motivation. According to the survey by Danker (2015), another issue with education, in general, is when a learner neglects to complete the assigned homework, in this example, watching the video lectures or reading the material before class.

Hawks (2014) went on to say that for a flipped class to be successful, learners must be prepared to be accountable for their learning. The flipped classroom emphasizes the teacher as a guide on the side rather than the sage on the stage. It offers a situation where students receive individualized attention while still being held accountable for their conduct and academic success. Learners who are unable to watch or read the material before class might not be able to participate in the activities, and application tasks. According to Kachka (2012), teachers can monitor the information gained by checking assignments in the early part of the session and modify the class activities for unprepared learners to ensure more compliance. These objectives will be met by making the unprepared learners read the assigned readings or watch the video lectures during class (the preparatory work that is required to be able to proceed to the application tasks). The unprepared learners who miss out on some of the early class discussion can join the course once the readings or video lessons have been watched. In contrast, the rest of the class enhances their understanding through

additional activities.

Nevertheless, Abadines (2012) defended flipped classrooms and their undeniable benefits. They claimed that this is the only way the future to embrace the future of education, which is to "flip it." Ursua (2019) added that the application of flipped classroom approach helped learners and enhanced their problem-solving skills and performance.

Additionally, the study by Zainuddin et al. (2016) demonstrated that the practice of flipped learning has several sound effects on learner achievement, motivation, engagement, and interaction. The research by Huang & Chiu (2015) further demonstrated that the flipped classroom model has successfully assisted learners' learning successes for various reasons.

The same goes with the result of the studies of Enfield (2013), Galway et al. (2014), and Baepler et al. (2014). Because they could get ready for class discussions and activities before they arrived at school, learners statistically enhanced their learning and mastery of the subject in a post- test. Thus, perceptions of the learners of the learning environment were improved as well. Furthermore, the findings showed that technology was effective and scalable in a flipped classroom.

Along with learner achievement or effective learning, the motivation of the learners was also crucial in the implementation of the flipped classroom. The analysis of McLaughlin et al. (2013), Davies et al. (2013), and Galway et al. (2014) research revealed that flipped classrooms enhanced learner empowerment, skill development, and independence by allowing them to go at their own pace. Furthermore, these studies demonstrated that implementing the flipped classroom had a positive effect on learners' motivation for learning activities. The researchers mentioned above also highlighted that learners desired to suggest the flipped classroom to their peers.

Learners in Social Studies classes could work independently, according to McGivney- Burelle and Xue (2013). The flipped classroom approach creates learning environments that are likely to meet learners' demands for competence, autonomy, and relatedness, hence motivating them more.

Many instructors are taking note of the Flipped Classroom philosophy to transition from the lecture model to an instructional design, according to Ramsey Musallam (2013). An instructional strategy that uses technology and interactive pedagogy to enable the teacher to work with the students on their assigned assignments during class.

Pink (2010) concluded that the teachers are present to assist the learners in the flip classroom model, and the learners can also help one another. According to Tucker (2012), as they flipped their classrooms, learners used online resources primarily to review and reinforce what they had learned in class at home. The classroom then served as a space for progressive ideas, problem-solving, and group projects.

On the contrary, it has also been seen that learners disliked video lessons as assignments and claimed that recorded lectures/lessons are not appropriate for more complicated topics, as Strayer (2012) and Gannod et al. (2008) added.

Additionally, Chen et al. (2014) noted that because of the novel methodology, many learners had trouble adjusting to the flipped classroom. Most learners also remarked how time- consuming it is to watch the video lesson outside of class and how strenuous the school activity is. In addition to providing learners with challenges, flipping the classroom presented particular difficulties for teachers. To ensure that learners were inspired to attend the lecture before class, teachers spent extra time creating engaging content. Milman (2012) observed that while using flipped classrooms, poor video quality frequently became a concern.

Enfield (2013) also emphasized that if the video lesson's appearance and content are unattractive and boring, learners will find it dull to view outside of class. Finally, Koçoğlu (2017) reported that there were adverse effects of incorporating social networking sites in learning environments of a flipped classroom on the proficiency level of the Social Studies learners and their attitudes toward classes.

But Tomas et al. (2015) defended flipped classrooms. According to the study by Tomas et al., flipped classroom learners reported a high engagement with the videos and believed that flipped classroom approach supported their learning in Social Studies. The survey of Chua and Lateef (2014) on the viewpoints in Asian Universities on flipped classrooms proved that the flipped classroom, although a relatively new model of practice in Asia, appears to be gaining momentum and is well-received. These findings not only fuel the necessity for more resources being channeled into furthering the potential of the flipped Classroom in Asia, but they can also be of exceptional value to schools with a solid international culture worldwide.

In contrast to the study of Tomas et al. (2015) and Chua et al. (2014), the study of Nawi et al. (2015) on the application of flipped classroom approach in Social

Studies revealed that it was not necessary to apply flipped classroom approach for every lesson. Smallhorn (2017) added that flipped classrooms had no measurable increase in learner academic achievement.

However, Chen et al. (2014) affirmed that because of the flipped classroom method, learners were happy with the class meeting, their attendance improved, and they had possibilities for active learning instead of sitting through long lectures. Learners actively participated in class discussions, and McLaughlin et al. (2014) noted that they had confidence in their capacity to put the knowledge they had learned to use.

Additionally, McGivney-Burelle and Xue (2013) indicated that learners enjoyed having the teacher available in class to help them while they worked on problems. Aydın et al., as narrated by Koçoğlu et al. (2017), reported that teaching local history in Social Studies classes using information technologies gave more efficient and qualified results.

Finally, Bergmann et al. (2012) concluded that the flipped classroom was most beneficial when learners worked on applying the Social Studies concept, where they learned to analyze and evaluate given scenarios. Studies also revealed a significant improvement in the learner's academic achievement through interactive classroom activities that developed learners' more profound understanding of the concept of Social Studies.

The study of Roach (2014) on learner perceptions toward flipped learning in Social Studies proved that by implementing a flipped design, more time was allocated to active-learning techniques inside the class. Aside from that, by engaging learners with a media type, the learners have a better understanding of the material before coming to class. Thus, deeper learning can occur in a short period.

The study by Chiang et al. (2017) added that it effectively brings out learners' initiative and improves their learning satisfaction and empirical abilities. So, its proponents, Bergmann et al. (2012), encouraged the use of flipped classrooms in any learning area to challenge its effectiveness; thus, this study was employed to assess if flipped classroom approach can address the lagging learning in *Araling Panlipunan 10: Kontemporaryong Isyu.*

Methodology

The research design used in this study was experimental, a Pretest – Post-test Experimental Design. This experimental research is a study in which an intervention is deliberately introduced to observe its effects (Shadish et al., 2002). This was conducted with a scientific approach, where a set of variables were being measured as the subject of the experiment. The groups in this experiment were kept under observation for the whole quarter after flipped classroom instruction. The traditional instruction incorporated localization and contextualization with relevance to the topics in the fourth quarter and was considered for cause and effect of the learners' competency level.

This experimental research used the mentioned approach for eight weeks of validated daily lesson plans. This study used mixed qualitative and quantitative methods of analysis. The qualitative part of the study gives interpretations to the data gathered. In contrast, the quantitative part serves as a medium that proves the statistical problem of the study, in which variance analysis can give credit to an optimum finding. Group Pretest/Post-test Experimental Design made used in this study because sets of participants are being measured on a dependent variable of interest, exposed to treatment and intervention of flipped classroom approach and traditional lecture instruction incorporating local stories (localization and contextualization), and then measured again to determine the change or significant difference between the initial (pre) and second (post) measurement between the controlled group and experimental group.

Participants

The selection of samples used in this study was purposive sampling. There are 75 grade 10 learners enrolled during the School Year 2021-2022. Nevertheless, there are only 69 learners who chose face-to-face classes as a modality during the fourth quarter of the mentioned School Year, which served as the population based on data collected through the DepEd Enrollment Survey Form and Waiver filled up by the learners and signed by the parents upon confirmation. Moreover, the respondents of this study were the forty (40) Grade 10 learners of Sayao National High School purposively chosen and divided to create a fair distribution of level of proficiency and academic performance in *Araling Panlipunan* as experimental and control group. The availability of technological gadgets and devices for the experimental group was considered. Group A (the controlled group) was composed of 20 learners (eight males and 12 females). In comparison, Group B (the experimental group) was composed of twenty learners (eleven males

and nine females) ages thirteen to seventeen (13-17) years old. A total of 40 valid responses (nineteen males and twenty-one females) were recorded, analyzed, and interpreted.

Instruments of the Study

The researcher utilized the 40-item self-made pretest/post-test through a paper and pencil assessment. They were given to Grade 10-Diamond as the experimental group exposed to the flipped-classroom approach and Grade 10-Pearl as the controlled group exposed to the traditional method. The pretest/post-test was a 40-item multiple-choice type used for data collection.

The pretest/post-test and daily lesson plans both cover the concepts of the lessons, the objectives and the Most Essential Learning Competencies (MELCs) for the fourth quarter such as;

a) *Naipaliliwanag ang kahalagahan ng aktibong pagmamamayan (AP10PKK-IVa-1), b) Nasusuri ang kahalagahan ng pagsusulong at pangangalaga sa karapatang pantao sa pagtugon sa mga isyu at hamong panlipunan (AP10MKP-IVe-5), c) Natatalakay ang mga epekto ng aktibong pakikilahok ng mamamayan sa mga gawaing pansibiko sa kabuhayan, politika, at lipunan (AP10PNP-IVg-7) and d) Napahahalagahan ang papel ng mamamayan sa pagkakaron ng isang mabuting pamahalaan*. By comparing the proficiency level and academic performance of grade 10 learners in *Araling Panlipunan* before and after the study's adoption, the test's primary goal is to raise learners' levels of learning competency.

Video lessons were being crafted by the researcher herself, anchored on the MELCs and specific objectives of the daily lesson plan. Making video lessons takes time, so the researcher ensured the videos were crafted before the start of the quarter. Most of these were patterned from the video lessons from DepEd Commons. The video lessons prepared were suitable for one week and scheduled to distribute every Monday. The learners answered their daily journal entries based on the weekly video provided.

Procedure

This experimental research utilized the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model in flipped classroom approach. In the Analysis phase, the researcher consulted the experts and statisticians to identify the best method in selecting the respondents to determine a fair distribution of proficiency and performance, the strengths and weaknesses. Group A (controlled) and group B (experimental) are the two groups of Grade 10 learners in the study. Part of the analysis phase includes choosing carefully the instruments used. The researcher used the multiple-choice pretest/post-test for this research. All comments, suggestions, and recommendations were considered for designing the tools.

Also, the researcher made sure that the groups were composed of fair distribution of participants in terms of their level of proficiency, so their quarterly grades in *Araling Panlipunan* 10 for the first three quarters were utilized to make this fair research grouping of respondents. In the design phase, the researcher determined the learners' need for further instruction, such as the lesson plan for each group, the test questions to make, the personalized journal to develop, the video lessons to be crafted and validated, and the kind of learning environment that is also needing to create in and out of the classroom based on the MELC of the day. The personalized learner's journal has been crafted and anchored on the video lesson in each topic to answer each daily individualized activity being viewed from the distributed video lesson.

The development phase is the time for materials selection appropriate for the methods for each group of learners in the classroom. In this stage, the researcher noted that the validated lesson plan indicates what the learners were expected to do outside the class and what they would do inside the class.

Activities were developed and aligned with the learning materials and the competencies they need to learn. During this phase, learning goals were defined, and the flow of activities in each lesson, questionnaires were made, and weekly video lessons were developed by the researcher. Then, each of these tools was validated by the experts. The video lessons were distributed to group B (experimental). Thus, they were assigned to watch the video lesson and answer the activities in the journal before they came to class. At the same time, some videos or texts of local stories will be viewed or analyzed by group A (controlled) during the class discussion.

The implementation phase explained the implementation and intervention in the experimental and controlled groups. For the experimental group, at home or before the class started, the learners watched the video lesson. They answered the activities in their

journals while viewing the video lesson for them to be guided. Online and offline consultations were always available for any queries and clarifications. During class, the learner-teacher interacts with concept application, analysis, creation, and evaluation. After the class, they were tasked to watch another video lesson and do the tasks in the journal for the next topic. To effectively share the video lessons with each learner, group leaders identified and distributed them on schedule using their cellphones, gadgets, flash drives, and online using social media platforms like their group chat in Messenger and Facebook. Whereas for the control group, lessons were using traditional teaching methods. The validated standardized post-test of *Araling Panlipunan* 10 *Kontemporaryong Isyu* was used to measure the learner's competency level in the Evaluation phase.

Ethical Considerations

The researcher made sure that the health and safety, integrity, and confidentiality of the participants must be all protected and ensured at all costs from the beginning to the end of the study. The pretest/post-test, daily lesson plan, video lessons, and learner's journal have been validated using a modified evaluation tool. The experts examined the extent to which the tools, like pretest/post-test, lesson plan, video lessons, and journals, conform to the theoretical basis of the teaching approaches anchored to the MELCs.

Results

This section presents the findings according to the study's research questions. To compare the mean and find out the significance between variables.

The Level of Competency of Grade 10 Learners Exposed to the Flipped Classroom Approach and Traditional Approach Before the Experiment Based on the Results of the Pretest and Third Quarter General Average.

Table 1. *Level of Competency of Grade 10 Learners Before the Experiment Based on the Results of the Pretest*

RawScore	*Interpretation*	*Pretest*			
		Experimental Group Exposed to the Flipped Classroom Approach		*Controlled Group exposed to the Traditional Approach*	
		f	%	f	%
32-40	Outstanding	0	0	0	0
28-31	Very Satisfactory	0	0	0	0
24-27	Satisfactory	0	0	0	0
20-23	Fairly Satisfactory	5	25	4	20
0-19	Did Not Meet Expectation	15	75	16	80
Total (n)		20	100%	20	100%
Standard Deviation (sd)		2.92		3.69	
Mean (x)		16.90		15.90	
Interpretation		Did Not Meet Expectations		Did Not Meet Expectations	

Table 1 presents the performance of the Grade 10 *Araling Panlipunan* learners before they were exposed to the flipped classroom approach and traditional approach based on the pretest result. It was revealed the pretest result of the learners being exposed to the traditional approach had a mean of 15.90 with a standard deviation of 3.69. In contrast, the learners exposed to flipped classroom approach got 16.90 with a standard deviation of 2.92. Both pretest result of the groups was interpreted as " *Did Not Meet Expectation."* It can be noticed from the pretest results that the mean score for the traditional approach and flipped classroom approach were both lower than the highest possible score. Finally, the result of the pretest is accepted as a viable method to assess the extent to which the approaches impact learner's learning.

Table 2. *Level of Competency of Grade 10 Learners Before the Experiment Based on the Results of Third Quarter Average Grades*

Average Rating	*Interpretation*	*Third Quarter Average Grades*			
		Experimental Group Exposed to the Flipped Classroom Approach		*Controlled Group Exposed to the Traditional Approach*	
		F	*%*	*f*	*%*
90%-100%	Outstanding	1	5	1	5
85%-89%	Very Satisfactory	7	35	7	35
80%-84%	Satisfactory	8	40	8	40
75%-79%	Fairly Satisfactory	4	20	4	20
74% below	Did Not Meet Satisfaction	0	0	0	0
Total (n)		20	100	20	100
Mean (x)		83.75		83.05	
Standard Deviation (sd)		4.00		4.75	
Interpretation		Satisfactory		Satisfactory	

As presented in table 2, the introductory level of competency of grade 10 learners to be exposed to traditional and flipped classroom approaches based on the results of third quarter general average grades observed that both groups have *Satisfactory* academic ratings. The learners being exposed to the traditional approach have a mean of 83.05 with a dispersion of its standard deviation of 4.19, while the prior level of competency of grade 10 *Araling Panlipunan* learners being exposed to flipped classroom approach have a mean score of 83.75, interpreted as *Satisfactory*, and an SD of 4.00

Both groups of learners were composed of only one learner (5%) who fell under the academic rating interpreted as *outstanding* performance, seven learners (35%) fell under the *very satisfactory* academic rating, eight learners (40%) under the *satisfactory*, and four learners (20%) under the *fairly satisfactory* in their academic performance rating. It can be observed from the results of the third quarter average grades of the learners to be exposed to traditional and flipped classroom approaches both fell under *satisfactory academic performances*.

The Competency Level of the Grade 10 Learners After the Experiment Employed Flipped Classroom Approach and Traditional Approach Based on the Results of Post-Test and Fourth Quarter General Average.

Table 3. *Level of Competency of Grade 10 Learners After the Experiment Based on the Results of Post-test*

Raw Score	*Interpretation*	*Post Test Result*			
		Experimental Group Exposed to the Flipped Classroom Approach		*Controlled Group exposedto the Traditional Approach*	
		f	%	f	%
32-40	Outstanding	11	55	1	5
28-31	Very Satisfactory	4	20	4	20
24-27	Satisfactory	2	10	6	30
20-23	Fairly Satisfactory	2	10	7	35
0-19	Did not Meet Expectation	1	5	2	10
Total (n)		20	100	20	100
Standard Deviation (sd)		4.82		5.99	
Mean (x)		30.50		23.90	
Interpretation		Very Satisfactory (VS)		Fairly Satisfactory (FS)	

Table 3 revealed that the performance of the Grade 10 *Araling Panlipunan* learners exposed to flipped classroom approach had a higher mean of 30.50, interpreted as "*very satisfactory*," compared to the learners exposed to the traditional approach with a mean score of 23.90, interpreted as " *fairly satisfactory*." In addition, the scores of the learners exposed to the traditional approach were more dispersed, with a standard deviation of 5.99, than those learners exposed to the flipped classroom approach, with a standard deviation of 4.82. According to this result, the learners exposed to the flipped classroom technique had a higher skill level than those exposed to the traditional method.

Table 4. *Level of Competency of Grade 10 Learners After the Experiment Based on the Results of the Fourth Quarter Average Grades*

Average Rating	*Interpretation*	*Fourth Quarter Average Grades*			
		Experimental Group Exposed to the Flipped Classroom Approach		*Controlled Group Exposed to the Traditional Approach*	
		F	%	f	%
90%-100%	Outstanding	11	55	6	30
85%-89%	Very Satisfactory	7	35	3	15
80%-84%	Satisfactory	2	10	8	40
75%-79%	Fairly Satisfactory	0	0	3	15
74% below	Did not Meet Satisfaction	0	0	0	0
Total (n)		20	100	20	100
Mean (x)		90.05		84.70	
Standard Deviation (sd)		3.89		4.73	
Interpretation		Outstanding		Satisfactory	

As presented in Table 4, there is a positive result on the academic performance of grade 10 *Araling Panlipunan* learners exposed to flipped classroom approach based on the outcome of the fourth quarterly grades. Wherein, the majority or eleven learners (55%) fell under the academic rating interpreted as *outstanding* performance, seven learners (35%) fell under the *very satisfactory* academic rating, and only two learners (10%) fell under the *satisfactory* academic rating during the fourth quarter. The result is supported by a mean score of 90.05, interpreted as *Outstanding*, and an SD of 3.89.

On the other hand, table 4 revealed the academic performance of grade 10 *Araling Panlipunan* learners exposed to the traditional approach based on the result of fourth quarterly grades observed that there's a *Satisfactory* academic rating with a mean of 84.70

with a standard deviation of 4.73. Wherein, there are six learners (30%) fall under the academic rating interpreted as *outstanding* performance, three learners (15%) fall under the *very satisfactory* academic rating, eight learners (40%) under the *satisfactory*, and three learners (15%) under *fairly satisfactory* in their academic performance rating.

The fourth quarter average grades result evidenced that the flipped classroom approach brings positive outcomes because most of the learners' academic performance fell under outstanding. It is therefore concluded that the academic performance of the learners excels during the fourth grading period. The result is similar to the study of Robles (2012), which found that the academic performance of the experimental group who underwent flipped classroom learning approach improved significantly better than the control group. The results also confirmed the claim of Zainuddin and Halili (2016) that converted classrooms brings positive impacts on learners' academic performance. This is in contrast with the result of the study by Smallhorn (2017) that flipped classrooms had no measurable increase in learners' academic achievement.

The Significant Difference in the Level of Competency of the Learners Exposed to Flipped Classroom Approach and Traditional Approach Based on the Results of Post-test and Fourth Quarter General Average

Table 5. *Significant Difference in the Level of Competency of the Learners Exposed to Flipped Classroom Approach and Traditional Approach Based on the Results of Post-test*

Test Difference	*Post-test Results*	
	Experimental Group Exposed to the Flipped Classroom Approach	*Controlled Group Exposed to the Traditional Approach*
Mean (x)	30.50	23.90
Standard Deviation (sd)	4.82	5.20
df	19	
t Stat	2.093	
t Critical one-tail	1.94	
t Critical two-tail	4.25	

Table 5 shows the significant difference in the level of proficiency of grade 10 *Araling Panlipunan* learners exposed to flipped classroom approach and traditional approach. Moreover, it displays whether the two groups are dissimilar in the level of proficiency they have acquired after implementing the mentioned approaches based on the results of the post-test.

Table 5 signifies that the level of proficiency of grade 10 *Araling Panlipunan* learners exposed flipped classroom approach and traditional approach based on the results of the post-test showed a computed *t-critical of 4.25, which was higher than the tabular t-Stat of 2.093 at a 0.05% significance level*, indicating a significant difference between the post-test scores of learners exposed to flipped classroom approach. The result means that the null hypothesis (H1) is being rejected. However, this only demonstrates that the learners performed better during the implementation of the flipped classroom approach than the traditional classroom approach. Thus, flipped classroom approach helps the learners develop a higher level of proficiency in *Araling Panlipunan* 10.

This arises interrelated to the side of the pioneers in flipped learning, Bergmann et al. (2012), that meaningful learning in a flipped classroom occurs because of efficient use of the extra class time and strategies of transforming Bloom's revised taxonomy for learning, teaching, and assessing. Based on the results of the study, it is settled that flipped classroom approach increases the level of proficiency of the *Araling Panlipunan* 10 learners.

Table 6. *Significant Difference in the Level of Competency of the Learners Exposed to Flipped Classroom Approach and Traditional Approach Based on the Results of Fourth Quarter Average Grades*

Test Difference	*Fourth Quarter Average Grades*	
	Experimental Group Exposed to the Flipped Classroom Approach	*Controlled Group Exposed tothe Traditional Approach*
Mean (x)	90.05	84.7
Standard Deviation (sd)	3.89	4.73
df	19	
t Stat	2.09	
t Critical one-tail	1.52	
t Critical two-tail	3.05	

Table 6 explains the significant difference in the level

of competency of the learners exposed to flipped classroom approach and traditional approach based on the results of the fourth quarter general average. The results demonstrated that the *critical t-value of 3.05* is higher than the *t-statistical value of 2.09 at a 0.05 significance level*. Hence, the null hypothesis (H2) is rejected. Furthermore, there was a significant difference in the academic performance of the grade 10 *Araling Panlipunan* learners exposed to the flipped classroom approach and the traditional approach based on the result of fourth quarterly grades.

Thus, the fourth quarter average grades results revealed that the academic performance of the grade 10 Araling Panlipunan learners exposed to flipped classroom approach was higher than the academic performance of the learners exposed to the traditional method. With this, it was concluded that the flipped classroom approach was more effective in teaching *Araling Panlipunan* than the traditional method.

Discussion

The research's principal goal is to determine whether the flipped classroom approach will enhance the competency level of the grade 10 *Araling Panlipunan* learners in Sayao National High School on topics during the fourth quarter. In the pretest, the level of competency of both groups of learners fell under "Did Not Meet Expectation." Also, in the third quarter general average the level of competency of both groups fell under "Satisfactory" academic performance. Therefore, both group of learners exposed to the flipped classroom approach and traditional approach have the same low level of competency. This confirmed that both groups of learners had the same level of competency using their computed level of proficiency in the pretest or before the traditional approach and flipped classroom approach was introduced to the group of learners involved in the study. Moreover, the result approved that the study makes a fair distribution of each group of learners in grouping the respondents using their prior academic performance and competency level. Finally, the result is accepted as a feasible scheme to assess how the approaches affect learners' learning, academic performance, and competency.

In the post-test, the level of competency of the learners exposed to flipped classroom approach had a higher mean interpreted as "very satisfactory," while the learners exposed to the traditional approach were "fairly satisfactory." In the fourth quarter general average, the level of the learners exposed to the traditional approach is a Satisfactory academic rating, while the academic performance of learners exposed to the flipped classroom approach fell under the *Outstanding* academic rating. Learners exposed to flipped classroom approach had a higher competency level and academic performance than the learners exposed to the traditional approach.

There is a significant difference in the level of competency of the learners exposed to flipped classroom approach and traditional approach based on the post-test results and fourth quarter general average. The study confirmed the claim of Bendal (2016) that blending technology in the teaching and learning process helps learners increase academic achievement. Likewise, this is similar to the result of the study of Roehl et al. (2013), where flipped classroom strategies provide an opportunity to address technology infuse-learning environments and institutional education toward powerful learning outcomes. Additionally, results revealed that the performance of both groups recorded significant improvements. The result of this study is in contrast to the claim of EdTech Guro Runner (2013) that Filipino learners might be unprepared for a flipped learning environment. But the study clearly shows that learners particularly welcomed the fact that they had access to materials like video lessons to prepare themselves and even learn when, where, and at the pace they wanted.

It is also observed that learners welcomed their ability to learn independently. Giannakos et al. (2014) describe the approach as practical, helpful, and flexible. Flipped classrooms force students to work collaboratively, and qualitative evidence indicates that learners improved their academic performance much more than the traditional approach. Finally, it is observed that attitudes and learning habits of the learners in a flipped classroom change due to this approach and the availability of extra learning materials, especially when those materials are being revisited before a revision or examination.

The results proved the study of Touchton (2015) that learners in the flipped classroom performed well in their academic performance and enjoyed the subject more than those in a traditional classroom. Touchton added that it's true that flipping the classroom entails high start- up costs, but it can merit implementation to improve both cognitive and emotional outcomes.

Lastly, the result of the study is associated with the assumption of Aidinopoulou et al. (2017) that the flipped classroom was engaging in learner-centered

activities and resulted in better learning outcomes and academic performance in Social Studies classes. The significant findings also confirm the claim of Bormann (2014) that flipped learning can afford learners a more engaging environment that can lead to higher academic achievement and better preparedness for 21st-century skills and understanding.

Conclusion

Grade 10 *Araling Panlipunan* learners that were exposed to the flipped classroom approach and traditional approach have the same introductory low competency level based on the pretest result and third quarter average grades.

The level of competency of the Grade 10 *Araling Panlipunan* learners exposed to flipped classroom approach and traditional approach based on the result of the post-test and fourth quarter average grades concluded that learners exposed to flipped classroom approach had a higher competency level than the learners exposed to the traditional approach.

Results of the post-test and fourth quarter average grades revealed a significant difference between the post-test and fourth quarter average grades results of the learners exposed to the traditional and flipped classroom approaches. Therefore, the null hypothesis was rejected.

Both flipped classroom approach and the traditional approach incorporating localization and contextualization can help the learners learn *Araling Panlipunan*. Still, flipped classroom approach can significantly improve the learner's level of competency and academic performance.

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