#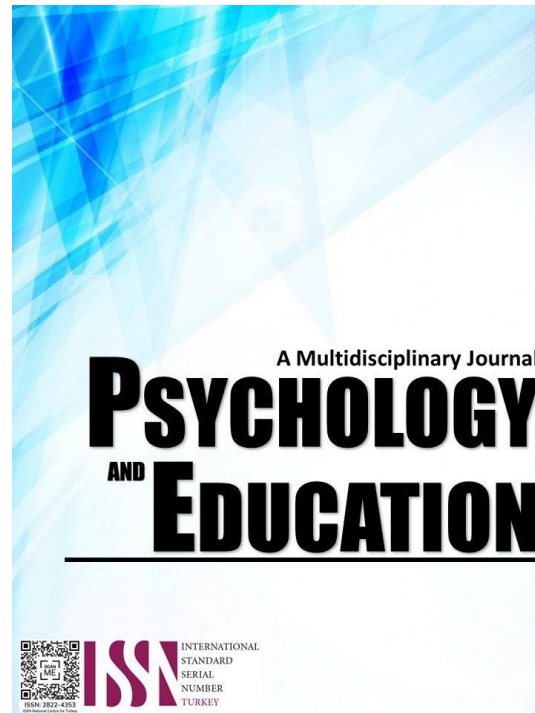 PERCEPTION ON LEARNING ATTITUDE OF LEARNERS IN THE INTEGRATION OF MULTIMEDIA LEARNING AND THEIR ACADEMIC ACHIEVEMENT IN ARALING PANLIPUNAN

Perception on Learning Attitude of Learners in the Integration of Multi-Media Learning and their Academic Achievement in Araling Panlipunan

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Abstract

This study investigated the learning attitude of the learners with multimedia integration to learning and their academic achievement in Araling Panlipunan. This study employed the descriptive-correlational research design to determine the extent of learning attitude of the learners with multimedia integration to learning and the academic achievement in Araling Panlipunan in Maramag 1 District. This study was conducted among the grade three teachers in Maramag 1 District in the Division of Bukidnon, Region X, for this school year 2021-2022. The respondents of this study were all the Grade 3 learners in the entire District of Maramag 1, Division of Bukidnon, School Year 2021-2022. In general, the learning attitude of the learners with multimedia integration to learning was to a Large Extent. This means that the teachers can do so much to meet and satisfy the learning attitude of the learners with multimedia integration to learning. The majority of the learners had Very Satisfactory academic achievements in Araling Panlipunan. The learners in Maramag I District had been receiving high grades. It could be implied that they were satisfied and happy in terms of their learning attitude since their teachers were utilizing multimedia integration in teaching. There was no significant relationship between the learning attitude of learners when exposed to the integration of multimedia in learning and their academic achievement in Araling Panlipunan. The teachers must sustain their use of multimedia integration in teaching as it really excites, ignites, and motivates the learners to be minds-on and hands-on in the lesson. The parents must monitor and assist their children so that the latter can sustain their very satisfactory grades and may improve them to outstanding. The school heads must include in their inputs during coaching and instructional supervision technical assistance about multimedia integration in teaching.

Keywords: *learning attitude, learners, integration, multi-media learning, academic achievement, araling panlipunan*

Introduction

Araling Panlipunan is indisputably important as it enhances reading and learning, fosters positive citizenship by instilling duties and values, promotes cultural awareness, provides economic education, develops critical thinking, facilitates real-world comprehension, and cultivates political abilities. Despite its significance, schools recognize Araling Panlipunan as a challenging topic due to its abstract nature. The abstract concepts inherent in the curriculum are known to affect the learning challenges and lack of motivation among learners in Araling Panlipunan.

Monitoring the other courses in the NAT may not be a significant issue for Araling Panlipunan MSES teachers. Regrettably, maintaining an MPS below 55% for three consecutive years is a persistent concern, since this consistent underperformance suggests that learners are not acquiring the necessary knowledge in their Araling Panlipunan lessons.

To facilitate the growth of practically literate graduates, Araling Panlipunan teachers must implement measures to avert the recurrence of poor accomplishment. They must also use strategies to enhance learners' engagement, transforming them into active participants in the educational process. engaged participants in the educational process. Hollis (2012) asserts that "active participation engenders learning."

Research Questions

This study investigated the learning attitude of the learners with multimedia integration to learning and their academic achievement in Araling Panlipunan. Specifically, this study answered the following questions:

1. What is the perception of the learning attitude of the learners with multimedia integration to learning?
2. What is the academic achievement of learners in Araling Panlipunan?
3. Is there a significant relationship between the learning attitude of learners when exposed to the integration of multimedia in learning and their academic achievement in Araling Panlipunan?

Literature Review

This section reviews various literature and relevant research to investigate the influence of multimedia learning on learners' success in Araling Panlipunan and their attitudes towards the topic.

Researchers in both business and academia use the term "multimedia" to refer to the display of information in various formats over an extended period. Using a variety of visual aids, such as images, movies, and PowerPoint presentations, helps to facilitate comprehension and presentation of the subject matter. Iskandar et al. (2018) defined multimedia as educational material that integrates two or more

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aspects of information technology, such as computers or Android devices. Biffi and Woodbury (2019) defined multimedia as online training that integrates several forms (text, video, audio, graphics) with activities that facilitate learner application and feedback on comprehension.

The data indicating that multimedia technology affects learning is mostly anecdotal. Multimedia has significant potential to enhance education. The research by Son, B. & Simonian, M. (2016) indicates that integrating learner-centred approaches with conventional teaching methods, alongside multimedia learning technologies, may enhance and facilitate learning via application and practice. The data indicating that multimedia technology affects learning is mostly anecdotal.

Perspectives on Multimedia Learning and Learner's Attitude

The integration of technological media under the framework of "multimedia" has led to an infinite array of applications for computer technology. The conception of this technology began with the emergence of sound cards, followed by compact discs, digital cameras, and video, all of which became essential educational instruments for computers. Multimedia has developed into an independent pedagogical framework.

The notion of multimedia technology is extensive and has limitless applications; it serves as a significant component in educational technology, as well as in medical and statistical sectors, and in the creation of databases. Furthermore, the entertainment industry is a major user of this technology. Interaction is the fundamental component of multimedia technology, since the majority of its applications are defined by interactivity.

Thus, multimedia programming may provide a more efficacious and impactful experience than using each technology in isolation. Multimedia is an exemplary instructional method since it engages several senses concurrently, namely sight and sound. Multimedia programs include many stimuli in their presentations, including materials such as text, video, audio, and graphics, along with activities that facilitate learner engagement and feedback on comprehension (Biffi & Woodbury, 2019).

Moreover, multimedia constitutes an amalgamation of several media types, including text (alphabetic or numeric), symbols, images, music, video, and animations, often facilitated by technology to augment comprehension or retention (Guan et al., 2018).

Moreover, Pavithra et al. (2018) delineate the domain of multimedia to encompass computer-managed text, images, illustrations, and other components. We can communicate, digitally represent, save, transmit, and manage diverse data using video, images, animations, music, and several other media formats. Multimedia for learning refers to the process of creating mental representations from textual and visual stimuli in various situations. They are intended to facilitate learning using tools applicable in presentations, classroom or laboratory instruction, simulations, e-learning, computer games, and virtual reality, enabling learners to assimilate knowledge in both verbal and visual formats (Alemdag & Cagiltay, 2018).

According to Alemdag and Cagiltay (2018), the advantages of multimedia application tools for education include: (1) the capacity to transform abstract concepts into tangible content; (2) the capability to present extensive information efficiently within a constrained timeframe; (3) the potential to engage learners' interest in learning; and (4) the provision for teachers to assess learners' learning progress. It is self-paced learning: the personalized tempo of education enables learners to dismantle the collective instructional environment, which often obstructs some individuals' inherent advancement. (6) It includes video/audio production, which enhances a learner's interaction with the course material by reducing the effort needed to connect with the information, and (7) it provides independence in the learning process: self-regulated instruction shifts the responsibility from the teacher to the learner.

Multimedia intended for education requires comprehension of certain ideas, such as the cognitive theory of multimedia learning, which posits three assumptions about how individuals acquire knowledge from instructional multimedia resources. Alemdag and Cagiltay (2018) articulate these assumptions as dual-channel, restricted capacity, and active processing. Dual-channel posits that learners have several channels for segregating visual and aural information. The constrained capacity indicates a maximum load of data that each channel can handle.

Comprehending these concepts will enable teachers to avoid inundating learners with excessive material. Conversely, learners were aware of their information processing limits or capacities. Active processing posits that individuals are proactive actors in the selection, arrangement, and integration of information, effectively controlling the types of information with which they engage. Rapidly evolving technological developments, like all other fields of human activity, have influenced education. The use of technological applications in education increases daily. Multimedia constitutes one of these instruments. Research indicates that multimedia improves learner achievement, influences learner attitudes, and makes lessons more enjoyable and comprehensible.

Learning Attitude and Academic Competency of Learners to Multimedia

Multimedia facilitates learning a system when it aids in the formation of a cognitive model of the system's functionality. A cognitive model helps individuals acquire problem-solving skills related to the system and understand its operations. Ilhan and Oruc (2016) conducted research using multimedia techniques in social studies to enhance the discipline. The research revealed that the multimedia strategy enhanced learners' academic performance in social studies compared to standard classroom methods.

To further distinguish the disparity in academic accomplishment between multimedia and conventional learning, the research by Ilhan

and Oruc (2016) analyzes their gathered data and observes that there is no significant difference between the two achievement assessments. The findings indicate that the conventional training used in the research did not influence the learners' success levels.

De Sousa, Richter, and Nel's (2017) research shows that the use of multimedia not only adapts to different teaching and learning styles, but also modifies the learning method, enabling learners to construct their own knowledge. The results may have arisen because the integrated media facilitated the learners' construction of a cognitive model of the system more effectively than any individual medium.

Motivation originates from the term motive, signifying an "internal driving force" that pertains to an individual's readiness to participate in certain actions to achieve a goal. Motivation is defined as the dynamic force that originates from the word motivation. To assess the efficacy of instructional media, an analysis of learner engagement with multimedia technologies is required. Multimedia technology may be engaging and transform adverse perceptions into favourable ones.

Firmansyah (2017) presents additional perspectives on the role of motivation in learning, which include: (a) establishing optimal conditions for the teaching and learning process; (b) fostering learners' enthusiasm for learning; (c) stimulating learners' interest in learning; (d) capturing learners' attention to concentrate on learning; (e) assisting learners in developing the capability and willingness to identify appropriate methods or behaviours that facilitate the attainment of learning objectives and their future endeavours. Motivation is closely linked to interest. Interest in a study topic often motivates learners to pursue it. Significant life values also shape motivation. Consequently, motivation is a valuable asset for anyone seeking to learn.

Methodology

Research Design

This study utilized a descriptive-correlational research design to assess the extent of learners' attitudes toward multimedia integration in learning and their academic achievement in Araling Panlipunan in the Maramag 1 District.

Respondents

The respondents of this study were all Grade 3 learners from the entire Maramag 1 District, Division of Bukidnon, during the 2021-2022 school year.

Table 1. *Distribution of Respondents by School*

School	Number of Respondents
Maramag Central Elementary School	48
Francisco Villa Elementary School	19
Camp One Elementary School	27
Base Camp Elementary School	26
Anahawon Elementary School	10
Total	130

Instrument

This study used a researcher-developed questionnaire to assess the extent of learners' attitudes toward multimedia integration in learning and their academic achievement in Araling Panlipunan. The instrument was pilot-tested on 30 teachers who were not part of the main study. The Cronbach's Alpha Coefficient result was 0.72, indicating the questionnaire's validity and reliability.

Procedure

To collect the necessary data for the study, the following steps were taken: First, a request letter was sent to the Office of the Schools Division Superintendent in the Division of Bukidnon. The researcher then sought approval from the Public Schools District Supervisor and the School Principal to proceed with conducting the research.

Data Analysis

For the statistical analysis of the gathered data, the following techniques were employed:

Descriptive statistics, including frequency counts and percentages, were used to determine learners' level of academic achievement in Araling Panlipunan.

Mean and standard deviation were used to assess the extent of learners' attitudes toward multimedia integration in learning.

Pearson correlation (r) was utilized to find the significant relationship between learners' attitudes towards multimedia integration in learning and their academic achievement in Araling Panlipunan.

Results and Discussion

This section presents the data gathered from the respondents, along with its analysis and interpretation. The presentation follows the sequence of the specific problems outlined in the statement of the problem.

It addresses the extent of learners' attitudes toward multimedia integration in learning and their academic achievement in Araling Panlipunan. Additionally, it includes Pearson Correlation Analysis (r) to examine the significant relationship between learners' attitudes toward multimedia integration and their academic performance in Araling Panlipunan.

Table 2 presents the extent of learners' attitudes toward multimedia integration in learning, including the indicators, corresponding mean, standard deviation, and interpretation. Table 3 shows the learners' academic achievement in Araling Panlipunan, displaying the range of grades, frequency, percentage, and qualitative interpretation.

Finally, Table 4 includes the test of the significant relationship between learners' attitudes toward multimedia integration and their academic achievement in Araling Panlipunan, showing the variables, r-value, and p-value.

Table 2 shows the extent of learning attitude of the learners with multimedia integration to learning.

Table 2. *Extent of Learning Attitude of the Learners with Multimedia Integration to Learning*

Indicator	Mean	SD	Interpretation
1. I participate with the use of Multimedia learning during discussion especially if it employs animation, sound, motions or graphics.	4.50	3.476	Very Large Extent
2. I like instructional materials that are colorful and attractive.	4.47	.661	Very Large Extent
3. Instructional materials like computers does not bore me.	4.42	3.658	Very Large Extent
4. When Multimedia learning is applied in class it develops my ability to be more participative.	4.38	.601	Very Large Extent
5. Multimedia learning awakens my interest in the class.	4.35	.669	Very Large Extent
6. I understand the lesson thoroughly and systematically through integration of Multimedia learning.	4.35	2.814	Very Large Extent
7. With Multimedia learning, I can easily understand new ideas and concepts.	4.33	.641	Very Large Extent
8. Instructional tools develop my reading skills.	4.30	.678	Very Large Extent
9.Things will be easy for me to understand with multimedia.	4.24	.668	Very Large Extent
10. Through multimedia learning, I can relate things from past to new experiences.	4.19	.738	Large Extent
11. I can easily understand the topic with the integration of multimedia learning.	4.17	.738	Large Extent
12. I can easily acquire more information accurately and briefly when it uses Multimedia learning.	4.17	.649	Large Extent
13. I can give additional information if there is Multimedia learning.	4.16	.713	Large Extent
14. Multimedia learning stimulates my attention in class.	4.15	.716	Large Extent
15. Using Multimedia learning, inspires me to avoid tardiness in class.	4.13	.663	Large Extent
16. Through Multimedia learning, it is easy for me to remember the details.	4.08	.743	Large Extent
17. Multimedia learning helps develop my communication skills better.	4.08	.737	Large Extent
18. I acquire broader knowledge about the topic when Multimedia learning is properly used.	4.04	.698	Large Extent
19. I will not be satisfied if the presentation lacks follow up discussion.	3.98	.792	Large Extent
20. With Multimedia learning I retain information for a longer period of time	3.96	.801	Large Extent
21. The lesson will not be understood if it is not properly explained.	3.92	.826	Large Extent
22. I compare and contrast things easily with the aid of Multimedia learning.	3.92	.733	Large Extent
23. I feel bored when it uses only one instructional tool.	3.85	2.790	Large Extent
24. I don't want to pay attention when Multimedia learning is not understandable.	3.68	.837	Large Extent
25. I will be inattentive when the presentations are not well done.	3.56	1.034	Large Extent
26. I feel sleepy and bored when it uses an unattracted and not challenging Multimedia learning lessons.	3.48	1.065	Large Extent
27. I will not copy some notes when multimedia learning is used.	3.36	.965	Average Extent
28. I don't need to copy some notes when Multimedia learning is used.	3.33	.976	Average Extent
29. I cannot read and understand some presentations made using multimedia learning.	2.65	1.153	Average Extent
30. I am less interested when the topic presented in Multimedia learning	2.55	1.065	Small Extent
Overall	3.96	.459	Large Extent

Legend: Scale 5 (4.20–5.00) = Very Strongly Agree (Very Large Extent); Scale 4 (3.40–4.19) = Strongly Agree (Large Extent); Scale 3 (2.60–3.39) = Moderately Agree (Average Extent); Scale 2 (1.80–2.59) = Disagree (Small Extent); Scale 1 (1.00–1.79) = Strongly Disagree (Very Small Extent)

Table 2 shows that the learning attitudes of the learners were in Very Large Extent in nine indicators. The indicator "I participate with the use of Multimedia learning during discussion especially if it employs animation, sound, motions or graphics" (mean = 4.50, sd = 3.476) got the highest mean. These indicators were in Very Large Extent of learning attitude of the learners with multimedia integration to learning. "Multimedia learning awakens my interest in the class" (mean = 4.35, sd = .669) and "I understand the lesson thoroughly and systematically through integration of Multimedia learning" (mean = 4.35, sd = 2.814) have the same mean values. The indicators "I can easily understand the topic with the integration of multimedia learning" (mean = 4.17, sd = .738) and "I can easily acquire more

information accurately and briefly when it uses Multimedia learning" (mean = 4.17, sd = .649) have the same mean values as well and they were in large extent of attitude in multimedia integration. There was a Large Extent of attitude in multimedia integration also as reveled by the indicators "Multimedia learning helps develop my communication skills better" (mean = 4.08, sd = .737) and "Multimedia learning helps develop my communication skills better" (mean = 4.08, sd = .737).

This indicates that learners were highly motivated to engage in discussions when multimedia learning included animation, sound, motion, or graphics. Consequently, teachers are both pushed and encouraged to consistently use and present straightforward concepts that inspire the class. It is not only sought for in educational technologies, but it is also the child's entitlement to be cultivated in an environment where they feel at ease and can study most effectively.

Multimedia is a word used by researchers in both business and academia to denote the display of information in many formats over an extended period. Utilizing diverse images, movies, PowerPoint presentations, and similar resources facilitates comprehension and presentation of the subject matter. In the research conducted by Iskandar et al. (2018), multimedia is defined as educational material that incorporates information technology, such as computers or Android devices, by integrating two or more aspects. Biffi and Woodbury (2019) defined multimedia as online training that integrates several forms (text, video, audio, graphics) with activities that facilitate learner application and feedback on comprehension. Given that learners may efficiently and succinctly acquire knowledge via multimedia learning, it is essential for teachers to proficiently operate laptops, speakers, DLP projectors, LED TVs, and other multimedia tools to meet the needs of their learners.

The data indicating that multimedia technology affects learning is mostly anecdotal. Multimedia has significant potential to enhance education. The research conducted by Son, B., and Simonian, M. (2016) indicates that integrating learner-centered approaches with conventional teaching methods via application and practice may enhance learning with the use of multimedia resources. The data indicating that multimedia technology affects learning is mostly anecdotal.

There was a Large Extent of attitude among the respondents in multimedia integration in the indicators "I will not copy some notes when multimedia learning is used" (mean = 3.36, sd = .965), "I don't need to copy some notes when Multimedia learning is used" (mean = 3.33, sd = .976) and "I cannot read and understand some presentations made using multimedia learning" (mean = 2.65, sd = 1.153). An indicator "I am less interested when the topic presented in Multimedia learning" (mean = 2.55, sd = 1.065) revealed a Small Extent of attitude in multimedia integration. These findings mean that the learners as more of visual and auditory learners in as far as their comfort in learning is concerned. Therefore, the teachers must have an organized collection of the power point presentations, video lessons, and movie clips ready for use anytime it is needed.

In general, the learning attitude of the learners with multimedia integration to learning was in Large Extent (mean = 3.96, sd = .459). This indicates that teachers can significantly enhance and fulfill learners' learning preferences by incorporating multimedia into education.

The integration of technological media under the framework of "multimedia" has led to an infinite array of applications for computer technology. The emergence of sound cards, followed by compact discs, digital cameras, and video technologies, transformed computers into essential educational instruments, hence originating the notion of this technology. Multimedia has developed into an independent pedagogical framework.

The notion of multimedia technology is extensive, with limitless applications; it serves as a significant component in educational technology as well as in medical, statistical, and database development disciplines. Furthermore, the entertainment industry is a predominant sector in the use of this technology. Interaction is the fundamental component of multimedia technology, since the majority of its applications are defined by interactivity.

Thus, multimedia programming may provide a more efficacious and impactful experience than using each technology in isolation. Multimedia is an exemplary instructional method since it engages several senses concurrently, namely sight and sound. Multimedia programs include many stimuli in their presentations, including materials such as text, video, audio, and graphics, along with activities that facilitate learner engagement and feedback on comprehension (Biffi & Woodbury, 2019).

Academic Achievement of the Learners in Araling Panlipunan

Table 3 is the academic achievement of the learners in Araling Panlipunan.

Table 3. *Academic Achievement of the Learners in Araling Panlipunan*

Grades	Frequency	Percent	Qualitative Data
90 and Above	2	1.5	Outstanding
85 - 89	82	53.1	Very Satisfactory
80 - 84	45	34.6	Satisfactory
75 - 79	1	.8	Fairly Satisfactory
74 and Below	0	0	Did not Meet Expectations
Total	130	100	

Table 3 reveals that the majority of the learners had Very Satisfactory academic achievements in Araling Panlipunan. Those learners

had grades between 85 – 89 (freq = 82, sd = 53.1%). Several learners were Satisfactory in their academic achievements in the subject with grades between 80 – 84 (freq = 45, sd = 34.6%). Table 3 reveals further that there were learners who were Outstanding in the subject with grades of 90 and above (freq = 2 or 1.5%). A learner had a Fairly Satisfactory grade between 75 – 79 (freq = 1 or .8%). Most importantly, no one had a grade that did not meet expectations in the subject.

The children in the Maramag I District have been achieving outstanding marks. It may be inferred that they were content and pleased with their learning disposition due to their professors' use of multimedia integration in instruction. Furthermore, the research conducted by Pavithra et al. (2018) delineates the domain of multimedia as including the use of text, images, illustrations, and other components that are computer-regulated. Video, images, animations, music, and several other media formats via which diverse data may be communicated, digitally represented, saved, transmitted, and managed. The act of creating mental representations from textual and visual stimuli in many situations is termed multimedia intended for learning. They are intended to facilitate learning using tools applicable in presentations, classroom or laboratory settings, simulations, e-learning, computer games, and virtual reality, enabling learners to assimilate knowledge in both verbal and visual formats (Alemdag & Cagiltay, 2018).

According to Alemdag and Cagiltay (2018), the advantages of multimedia application tools for education include (1) the capacity to transform abstract concepts into tangible content, (2) the capability to present extensive information efficiently within a constrained timeframe, (3) the potential to engage learners' interest in learning, and (4) the provision for teachers to assess learners' learning progress. It is self-paced learning: the personalized tempo of the education enables learners to dismantle the collective instructional environment, which often obstructs some individuals' inherent advancement. (6) It encompasses video/audio production, augmenting a learner's engagement with the course material by minimizing the effort required to connect with the information being assimilated, and (7) it facilitates autonomy in the learning process: self-regulated instruction transfers the responsibility from the teacher to the learner.

Test of the significant relationship between the learning attitude of learners when exposed to the integration of multimedia in learning and their academic achievement in Araling Panlipunan

Table 4 is the test of the significant relationship between the learning attitude of learners when exposed to the integration of multimedia in learning and their academic achievement in Araling Panlipunan

Table 4. *Test of Significant Relationship between the Learning Attitude of Learners when Exposed to Integration of Multi-Media in Learning and Their Academic Achievement in Araling Panlipunan*

Variable	r	p-value	Interpretation
Learning Attitude of Learners When Exposed to Integration of Multi-Media in Learning	.018	.841	Not Significant

Table 4 reveals that "Learning Attitude of Learners When Exposed to Integration of Multi-Media in Learning" (r = .018, p – value = .841) has no significant relationship with the learners' academic achievements in Araling Panlipunan.

The results gave necessary evidence not to reject the null hypothesis which states that "There is no significant relationship between the learning attitude of learners when exposed to integration of multi-media in learning and their academic achievement in Araling Panlipunan."

Multimedia facilitates learning a system when it aids in the formation of a cognitive model of the system's functionality. A cognitive model helps individuals acquire problem-solving skills related to the system and understand its operations. Ilhan and Oruc (2016) conducted research using multimedia techniques in social studies to enhance the discipline. The research revealed that the multimedia strategy enhanced learners' academic performance in social studies compared to standard classroom methods.

To further distinguish the disparity in academic accomplishment between multimedia and conventional learning, Ilhan and Oruc (2016) analyzed their gathered data and found no significant difference between the two achievement assessments. The research found no impact of conventional teaching on the participants' performance levels. Conversely, de Sousa, Richter, and Nel's (2017) research shows that the use of multimedia not only adapts to diverse teaching and learning styles, but also modifies the learning method, enabling learners to construct their own knowledge. The results may have arisen because the integrated media facilitated the learners' construction of a cognitive model of the system more effectively than any individual medium.

Conclusions

The learners were highly motivated to participate in discussions using multimedia learning, especially when it included animation, sound, motion, or graphics. As a result, teachers are encouraged and challenged to consistently incorporate these elements to engage the class. This is not only a growing demand in educational technology but also aligns with the learners' right to be nurtured in an environment where they feel comfortable and can learn effectively.

Learners in the Maramag I District have been achieving high grades, suggesting they were satisfied and happy with their learning

experience, as their teachers effectively utilized multimedia integration in their instruction.

However, there was no significant relationship between learners' attitudes toward multimedia integration and their academic achievement in Araling Panlipunan.

Teachers should continue using multimedia integration in their teaching, as it excites, engages, and motivates learners to actively participate in both minds-on and hands-on learning.

Parents should monitor and support their children to help them maintain their very satisfactory grades and potentially improve them to outstanding levels.

School heads should include guidance on multimedia integration in teaching as part of their coaching and instructional supervision during technical assistance.

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