

**Empowered Advocacies: An action research utilizing ARL to enhance critical thinking and active citizenship among Grade 10 Students**

A Classroom-Based Action Research presented to the Institute of Teaching and Learning

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In partial fulfillment of the requirements for the course,  
**Practice Teaching**

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## **BACKGROUND OF THE STUDY**

The Philippines' education landscape has been juggling with the surfacing problem as the country transitioned from face-to-face set-up to online distance learning. Teachers during school shutdowns made a huge adjustment in teaching and learning designs guided by the policies implemented, however students had difficulty in complying with the requirements due to internet connectivity problems (Dayagbil et.al, 2021). This situation clearly shows how the education system has made an adjustment; from instructions, assessments, and teaching strategies.

In the course of this continuing struggle in the midst of pandemic, it is mentioned above that the classroom instructions, teaching strategies, and assessment had meddled to change abruptly. In line with this distance learning has no standard of a good or ideal combination, it is the essence of redundancy where the teacher can present the same material or content in various media that accords the students preferred learning and what is effective in them (Ahmed & Ashraf, 2007). Instructional material has a significant effect towards the pupil's academic performance as argued by Abubakar (2020) which entails that appropriate instructional material will positively affect the student performance and a failure to show an effective and appropriate material might cause the latter. As argued by Bichelmeyer & Öncü (2021) the active participation of the learners is dependent on the utilization of collaborative and learner-centered practices of their instructors.

In line with this, the researchers are tasked to handle Araling Panlipunan (Social Studies) for Grade 10 students. The topics in the said subject focuses on Contemporary Issues which goes beyond learning not just the facts and content, but values as well such as active citizenship. Upon observing the less attention given to enhancing values and critical thinking, the researchers tried to identify how teachers can improve teaching Contemporary Issues through Action Reflection Learning or ARL.

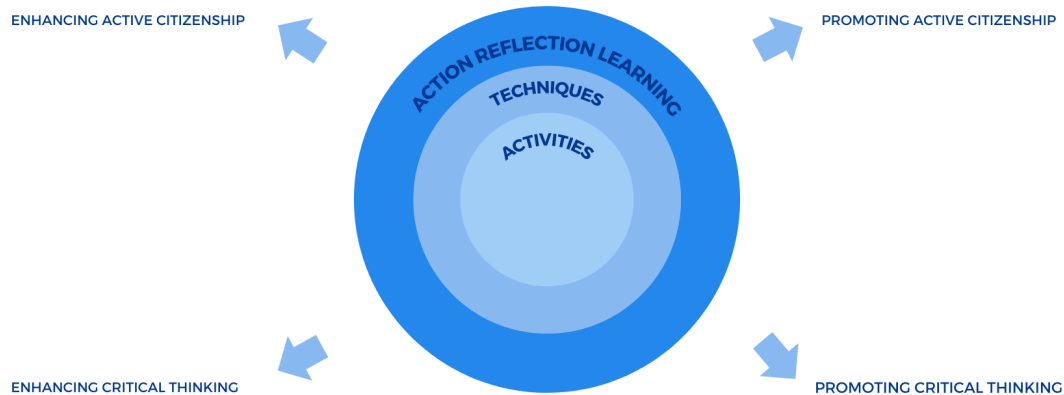
This study sought to understand how teachers can enhance critical thinking and active citizenship of Grade 10 students in a selected school in Metro Manila through active reflection learning. Furthermore, the researchers aim to provide an in-depth knowledge and understanding on how action plans and collaborative advocacies motivate learners to become more active and aware of current issues in the society.

## **RESEARCH QUESTIONS**

This study sought to answer the question: How can Action Reflection Learning help in enhancing critical thinking and active citizenship of Grade 10 Araling Panlipunan students. Specifically, the researchers would also like to identify the following questions below.

1. What are some useful teaching techniques in utilizing Action Reflection Learning?
2. What are some activities that would help teachers in promoting critical thinking and active citizenship in teaching Contemporary Issues?

## CONCEPTUAL FRAMEWORK



The illustration above shows the conceptual framework developed by teacher-researchers for a study entitled Empowered Advocacies: An action research utilizing ARL to enhance critical thinking and active citizenship among Grade 10 Students. The framework revolves around the idea of what comprises a good action reflection approach as well as the influences it releases outwards.

At the center, the researchers designed a circle largely covered by the idea of action reflection learning. Upon identifying and reviewing related literature, the researchers added smaller circles which are techniques and activities which combine for an effective action reflection learning approach. The idea of utilizing action reflection learning was also influenced by its effects and how it is related to teaching contemporary issues in social science. The four outgoing arrows reflect the key points of utilizing action reflection learning. The two arrows on the left were about enhancing; this pertains to the value of active citizenship and critical thinking ability. However, not all students will automatically have the foundation of such value and ability which is why the two arrows on the right pertain to promoting; this is for active citizenship and critical thinking as well.

## **REVIEW OF RELATED LITERATURE**

### **Differentiated Instruction**

Bondie and Zusho (2018), mentioned that learners come with a variety of methods to acquire knowledge. Their methods of acquiring knowledge are highly influenced by their interests, dreams, abilities, and level of maturity. This emphasizes the great use of differentiated instruction wherein educators take a look at different factors to continuously develop an approach in teaching that captures the minds of learners regardless of different interests and abilities. Ismajili and Imami-Morina (2018), further elaborated that differentiated instruction comes with the use of techniques such as conversational discussion, small and large group activities, and learning discovery approaches to give learners a huge part in their knowledge gain.

How significant would differentiated instruction be in comparison with traditional lecture type discussion? A study of Tomlinson (2020) proved that learners who are actively engaged in class, either active discussion or engaging activities, are more likely to learn and become more motivated. It is widely emphasized among scholars the differentiated instruction amplifies its effectiveness through integration of other educational concepts and theories. The development of these types of instruction covers not just covering the content and not merely making an enjoyable class but the combination of two with a mixture of creativity (Hall, 2002).

### **Approaches and Strategies in Teaching**

Online teaching set-up is a lot different from face-to-face, thus approaches and strategies should be appropriate and effective. In the study of Yang (2017), consistent structure, variety of resources and activities, together with the application of course content is found to be an effective teaching strategy and approach. On the other hand, the selection and decision on appropriateness of resources should be established based on the student' age, ability and interest (Sivakumar, 2018).

Furthermore, passive learning dominates social science studies curriculum despite the abundance of research calling for learning engagement (Russell, 2012). However, Mestiola, Naquita & Tantengco (2018) argued that the secondary social studies teacher must implement a strategy and teaching skills that can suffice the 21<sup>st</sup> century skills. Thus, recalibrating strategies that accords the set-up and learners' needs should be considered to ensure the attainment of the competencies.

### **Engagement and Motivation**

Motivation is an essential key factor that affects students' performance and success in class (Mese & Sevilen, 2020). This concept, according to Dörnyei (2020), is closely related to engagement that is why motivation must be ensured to be able to achieve proactive student engagement in class. In an article written by Silva (2020), he highlighted the top three factors that affect students' motivation in education, namely Class and Curriculum Structure, Teacher behavior and personality, and Teaching methods.

Since the new normal education started amidst COVID-19 pandemic, it was revealed according to various studies that students' motivation in online learning was drastically affected, both intrinsically and extrinsically (Gustiani, 2020). In the study conducted by Turgut et al. (2017), it was shown that the most important factors that highly affect the students' motivation were at the end of the teacher, specifically, classroom management skills and teaching methods employed in class. With this, Campbell and Sarac (2018) suggested that technology should be integrated at an increasing rate in order to boost students' motivation and to maximize their understanding of the content. On the other hand, Rubio (2013) recommended and gave emphasis on the importance of a well-designed blended course with online and offline elements rather than a purely online course, which can help students to maximize their motivation.

Finally, Mese & Sevilen (2020) proposed that course content and materials should be engaging and meaningful, and that it promotes them to be independent and responsible with their own learning, given that the online courses substantially depend on students' determination to continue learning.

### **Action Reflection Learning**

In a social constructivist or existentialist approach in teaching, Action reflection learning may be one of the best methods to be used (Rohlin, 2016). Action reflection learning or ARL encourages learners to engage in an activity where they try to solve a problem while acquiring skills in the process. However, ARL does not stop with only solving a problem, it usually involves a collaborative session in which learners and teacher discuss and reflect on the actions they have taken as well as skills they have learned (Marsick, et al., 1992) With this idea, ARL is focused on the learning process instead of the teaching. In majority, learners have a huge part on their knowledge gain allowing them to value their learnings more (Bray, 2000),

In line with valuing knowledge, ARL is also considered to be a value-based approach. This approach encourages learners to become more aware of their own values and be willing to re-examine if they see some aspects that need to be changed (Rohlin, 2016). Most importantly, it is also discovered that ARL works most effectively in complicated situations where critical analysis is important such as leadership and citizenship education (O'neil & Marsick, 1994).

## **Assessment**

Student engagement builds up student motivation to learn and further improves the performance of students in online courses (Martin and Bollinger, 2018). As online learning has been the primary mode of education at present, Salmi (2013) states that interaction is a very Important element to having a functional online learning environment. Interactive engagement methods can serve as feedback on students' reception to lessons that can guide instructional approaches (Price, Et. Al., 2012). On the same research Price Et. Al., (2012), concluded that Formative Assessment and Interactive Engagement both give emphasis on feedback as evidence of students' understanding.

Kawase and Parmaxi (2013) define Formative Assessment as an adaptive approach utilized by educators during the process of learning. Additionally, Evans Et. Al. (2013) states that the results of formative assessment are supposed to augment student learning in a way that it provides familiarization on the level of learning required, information about their learning gaps,

and feedback to guide the direction of learning. In the study conducted by Ogange Et. Al. (2018), at Maseno University in Kenya, found that there are various types of formative assessments that are perceived by students to be effective in online learning which gives advantage to instructors who like to modify and alter formative assessments.

## **METHODOLOGY**

### **Research Design**

The researchers used qualitative research method as the foundation of this action research to know and understand how Action Reflection Learning enhances critical thinking and active citizenship of Grade 10 Araling Panlipunan students. Action research is essentially a type of self-reflective inquiry conducted by participants in social contexts to enhance the logic and fairness of their own actions, their knowledge of these practices, and the conditions in which the practices are carried out (Carr and Kemmis 1986: 162). Action research will help the teacher-researchers to have a research-based teaching instruction that will cater the various needs of diverse students in virtual classrooms.

The participants of this action research were the selected sections in Grade 10 level in Manila Cathedral School who are currently enrolled for the academic year 2021- 2022. Researchers made use of observations to gather information on student performance. Observations are recorded classes; both during the observation period when the Coordinating Teacher is handling class as well as recordings of the researchers' own class meetings. In addition, the researchers also utilized class records as supplementary data for the study. Class activities, assignments and average scores were taken into consideration.

Making sure that ethical considerations were also taken into account, the research participants, the coordinating teacher, as well as the participant's parents (through the assistance of the coordinating teacher), were clearly informed about the study. Participants were educated regarding their rights, permission and confidentiality.



## **Data Gathering and Analysis**

The researchers made use of class recordings for the Qualitative Data Gathering process. Class recordings on how the coordinating teacher handles his class were taken through the period of February 28, 2022 to March 4, 2022. Afterwhich, class recordings were gathered through the individual classes of four teacher-researchers. These class recordings occurred along the period of March 7, 2022 to April 8, 2022. Lastly, the second week of April will be allotted for data review and discussion of findings. in discovering the outcome of this study. Descriptive exploratory analysis is useful in gaining an understanding of a single group without the need of generalizing it with the large population (Thompson, 2009). Furthermore, it also helps the researchers in uncovering patterns and summarizing data to describe a certain phenomenon.

Descriptive data analysis will begin with data validation to screen information gathered and ensure its completeness. Consequently, the researchers reviewed how students performed in the activities given to them by utilizing class records and recorded class observation. Last but most importantly, researchers tried to identify common ideas or patterns among a variety of action learning activities given to students.

## **FINDINGS AND DISCUSSION**

### **Research Findings**

In the selected private school in the city of Manila, the researchers handled Grade 10 students in the subject Araling Panlipunan. More specifically, the focus of social studies at this level was about studying contemporary issues. Each of the four teacher-researchers handled one section and they worked in pairs to share teaching two other sections. Generally, topics were designed to be the same for all sections. Each teacher-researcher, however, has the freedom to design their own approach in teaching. To maximize the efforts on this study, the four teacher-researchers collaborated on what approach they were going to use as well as what activities connected to action reflection learning were to be used.

In promoting critical thinking and active citizenship, the researchers decided to collaborate on action reflection activities that will enhance the desired values while keeping up with the content itself. The following activities that will be discussed below will be closely related to action learning in which less objectivity is emphasized. Unlike content-based assignments and activities, the following activities will be focused on research, data gathering, value clarification, and developing appropriate actions to address a specific societal issue.

#### **1. Research-generated action plan**

Below is the first example of action reflection learning activities that were utilized by the teacher researchers. It is an individual research activity related to the topic “Mga isyung pang-edukasyon sa ibang bansa. (Educational issues in other countries).” In this activity, each student was tasked to gather information about the educational system of any foreign country they prefer. They were also asked to document commendable information on the selected country’s education system as well as some challenges it is currently facing. This activity ended with a collaborative discussion at the following meeting to discuss which among their findings suggest a good plan for improving the Philippine's own educational system. Below is a rubric on the said task.

<b>Rubriks</b>	<b>Puntos</b>
<b>Nilalaman</b> – naglalaman ng makabuluhang impormasyon ang ginawang pananaliksik.	<b>8</b>
<b>Wastong Impormasyon</b> – naglalaman ng wastong impormasyon at source	<b>8</b>
<b>Pagsunod sa Panuto</b>	<b>4</b>
<b>KABUUAN</b>	<b>20</b>

*Figure 1. Rubrics for research-generated action plan*

As depicted in figure 1, the intent of the activity does not solely rely on objectivity but the skills of students to gather information and suggest how they can improve the education system of their own country. Furthermore, herewith are the list of grades gathered by students in the said activity.


<b>MALE</b>	<b>Score</b>	<b>MALE</b>	<b>Score</b>	<b>FEMALE</b>	<b>Score</b>	<b>FEMALE</b>	<b>Score</b>
Male 1	18	Male 11	19	Female 1	17	Female 11	19
Male 2	20	Male 12	20	Female 2	18	Female 12	19
Male 3	20	Male 13	17	Female 3	20	Female 13	19
Male 4	19	Male 14	20	Female 4	20	Female 14	20
Male 5	17	Male 15	19	Female 5	20	Female 15	18
Male 6	20	Male 16	18	Female 6	20	Female 16	20
Male 7	17	Male 17	17	Female 7	20	Female 17	19
Male 8	18	Male 18	17	Female 8	19	Female 18	18
Male 9	17	Male 19	17	Female 9	20	Female 19	20
Male 10	18	Male 20	19	Female 10	20	Female 20	17
		Male 21	20			Female 21	19

*Figure 2. Class score on the research-generated action plan activity.*

Figure 2 showed that most students gained a desirable score out of the activity. Out of 42 students, 16 gained the perfect score of twenty (20) points. Consequently, 10 students achieved a score of nineteen (19), 7 got eighteen (18), and 9 scored seventeen (17) ending with a class

average of 18.80 over twenty total score. Lastly, below (*figure 3*) is a sample output from one student who gained the average score. The output below is a good representation of commendable research and planning skills for a Grade 10 student.

## TAKDANG ARALIN

BANSANG NAPILI : JAPAN 	
<b>Ilarawan ang sistema ng edukasyon :</b>	Ang basic education ng Japan ay binubuo ng anim na taon sa elementarya, tatlong taon sa middle school, tatlong taon sa high school at apat na taon sa unibersidad. Ang edukasyon ay compulsory lamang ng siyam na taon sa elementarya at middle school, ngunit madaming mag-aaral (98.8%) ang nagpapatuloy sa high school. Kasama sa kanilang pinag-aaralan ang kanilang traditional Japanese arts ( shodo and haiku ), at karamihan sa mga estudyante sa middle school ay sumasali sa iba't ibang extracurricular club activities kagaya ng sports at cultural clubs.
<b>Magagandang katangian ng kanilang edukasyon :</b>	<ul style="list-style-type: none"> <li>• Nakatuon ang unang tatlong taon ng paaralan sa pagtuturo ng disiplina at mabuting asal sa mga mag-aaral.</li> <li>• Pinapalinis ang lahat ng mga estudyante para maintindihan nila kung gaano kahirap at irespeto ang bawat manggagawa gumagawa nun.</li> <li>• Nagbibigay ng libreng tanghalian sa mga kabataan ng public elementary at junior high schools.</li> <li>• Nagbibigay ng complimentary learning gaya ng shodo (calligraphy) at haiku.</li> <li>• Binibigyan ng sapat na bakasyon sa mga mag-aaral.</li> </ul>
<b>Mga isyu o limitasyon sa kanilang sistema ng edukasyon :</b>	<ul style="list-style-type: none"> <li>• Mahigpit ang mga patakaran na umaabot sa kanilang buhay sa labas ng paaralan.</li> <li>• Tumatagal ang oras sa paaralan ng buong araw.</li> <li>• Isa sa mga problema ng mga Japanese schools ay ang bullying (ijime).</li> <li>• Nagiging mahirap sa mga estudyante sa pagkuha ng univeristy entrance exam dahil sa higpit at pressure. Nagkaroon ng ilang mga kaso ng nagpapakamatay dahil nabigo sila sa entrance exam.</li> </ul>
<b>Source o pinagmulan ng impormasyon :</b>	<p>Pamagat :</p> <ul style="list-style-type: none"> <li>• Schools - Explore Japan - Kids Web Japan</li> <li>• 10 distinctive features of Japanese education system that made this nation so great</li> <li>• The Problems of the Japanese Educational System</li> </ul> <p>Link o Pahina :</p> <ul style="list-style-type: none"> <li>• <a href="https://web-japan.org/kidsweb/explore/schools/">https://web-japan.org/kidsweb/explore/schools/</a></li> <li>• <a href="http://www.sachinmittal.com/2017/02/20/10-distinctive-features-of-japanese-education-system-that-made-this-nation-so-great/">http://www.sachinmittal.com/2017/02/20/10-distinctive-features-of-japanese-education-system-that-made-this-nation-so-great/</a></li> <li>• <a href="https://skdesu.com/en/the-problems-of-the-japanese-educational-system/">https://skdesu.com/en/the-problems-of-the-japanese-educational-system/</a></li> </ul>

*Figure 3. Example output from one student within the average score of 18 points.*

## 2. 5-Point Agenda

Below is the third example of action reflection learning activities that were utilized by the teacher-researchers. It is an individual action planning activity related to the topic “Mga isyung pang-edukasyon sa ibang bansa. (Educational issues in other countries).” In this activity, each student was tasked to develop their 5-point agenda on education based on the educational issues that we discussed, both the Philippines and international. They were tasked to do it through a document file or an infographic style of output to better present their plans on education. The activity culminated though reflective discussion in class at the following meeting for them to

elaborate further their plans and what ways they think they can implement it. Below is a rubric on the said task.

PAMANTAYAN SA PAGGAWA		
DESKRIPSYON	PUNTOS	NAKUHANG PUNTOS
<b>NILALAMAN-</b> Naglalaman ng kumprehensibo at espisipikong plano batay sa tinukoy na mga isyu.	10	
<b>KAAYUSAN NG IDEYA-</b> Malinaw na naipahayag ang mga planong nais magawa.	5	
<b>PAGSUNOD SA PANUTO-</b> Sinunod ang mga pamantayan sa pagsulat na binigay ng guro.	5	
<b>KABUUAN</b>	20	

Figure 4. Rubrics for 5-point agenda

As shown in Figure 4, the rubric mainly focuses on the students' reflective and critical thinking skills. Based on the previous discussion on issues on education, the students should create a comprehensive and clear plan on education. Below is a presentation of students' scores in the said activity (Figure 5) .

MALE	Score	MALE	Score	FEMALE	Score	FEMALE	Score
Male 1	18	Male 11	19	Female 1	17	Female 11	20
Male 2	20	Male 12	18	Female 2	18	Female 12	20
Male 3	19	Male 13	20	Female 3	20	Female 13	20
Male 4	18	Male 14	18	Female 4	20	Female 14	20
Male 5	17	Male 15	19	Female 5	18	Female 15	20
Male 6	20	Male 16	18	Female 6	20	Female 16	20
Male 7	18	Male 17	16	Female 7	20	Female 17	18
Male 8	20	Male 18	17	Female 8	20	Female 18	20
Male 9	16	Male 19	18	Female 9	20	Female 19	20
Male 10	20	Male 20	17	Female 10	20	Female 20	20

						Female 21	20
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Figure 5. Class score on the 5-point agenda activity.

As shown in Figure 5, most of the students got a high rating from the activity. Out of 41 students, 22 got a perfect twenty (20) points. Three (3) of them gained 19 points. Consequently, 10 students got a score of 18 while four (4) got a good grade of 17. Finally, there were 2 students who obtained sixteen (16) points in the said activity. The average score of the students in this activity was 18.95 out of 20 points.

Below (Figure 6) is a sample output from one student who gained an average score. The output below is a good representation of commendable reflective and critical planning skills for a Grade 10 student.

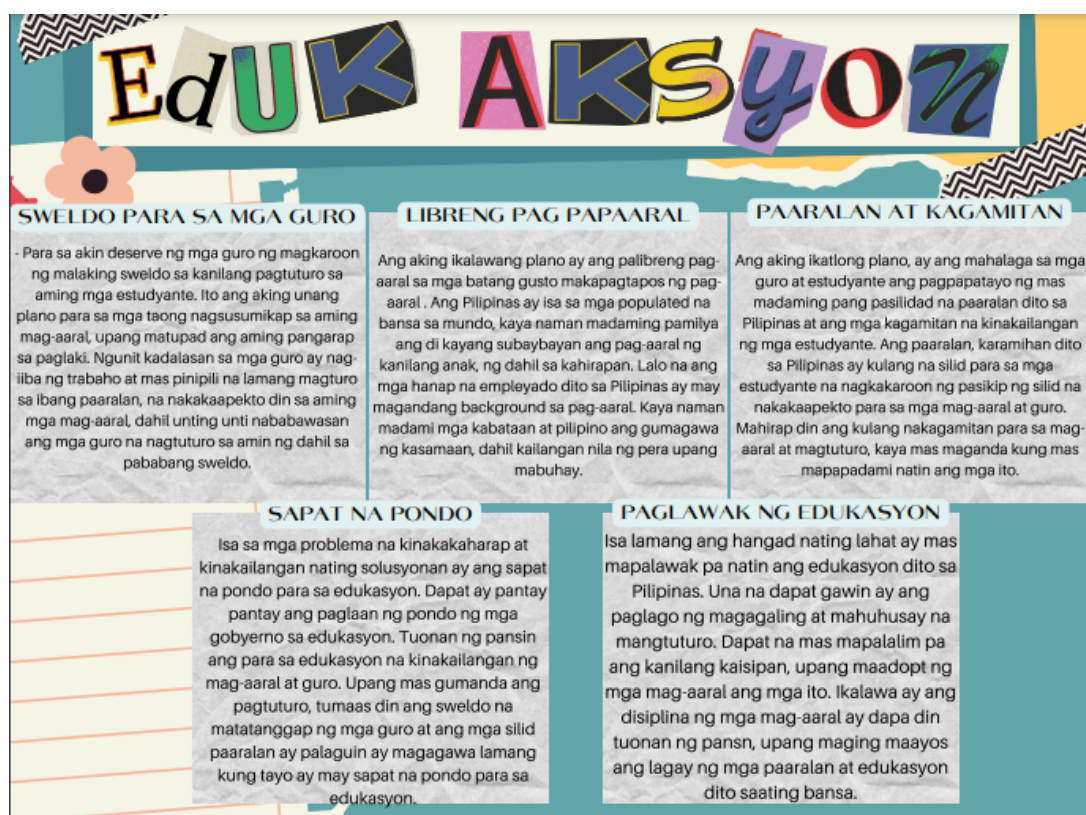


Figure 6. Example 5-point agenda from one student who gained an average score of 18 points.

### 3. Pangarap ko, Batas ko

Below is the fourth example of the action reflection learning that was utilized by the teacher researchers. This is an assignment used for enrichment of the lesson “*Mga Isyu sa Sistema ng Edukasyon sa Ibang bansa.*” During the synchronous session of the class one of the formative assessments that has been done was to make them think of their dream or desired system of education for our country upon knowing the issues on education in both local and international scale. Following the reflections of the students from the topics discussed they were asked to form groups of 2-5 students and the action reflection learning activity that was given to promoting critical thinking and active citizenship of students is to make a law that would give reform to the betterment of our education system. Below is the rubric for the said task.

## Rubrics:

Pamantayan	Napakahusay (5)	Mahusay (4)	Paghusayan pa (3)
<b>Nilalaman</b>	Malinaw at detalyado ang nilalaman ng bawat batas na nabuo.	Malinaw ang nilalaman ngunit hindi gaanong detalyado ang pagkakalahad	Hindi binigyang pagsisikap ang paglalahad sa nilalaman
<b>Layunin</b>	Nailahad ng mahusay ang layunin ng batas na binuo.	Hindi gaanong malinaw na nailahad ang layunin ng batas	Hindi isinaad ang layunin
<b>Presentasyon</b>	Maayos ang pagkakasunod-sunod ng mga seksyon ng batas batay sa kaugnayan ng mga nilalaman	Hindi nag uugnay-ugnay ang pagkakasunod-sunod ng mga seksyon	Hindi maunawaan ang kaugnayan ng bawat seksyon

Figure 7. Rubrics for Pangarap ko, Batas ko.

The figure 7 shows the rubric used for grading the assignment given. Based on the figure above two important parts of the criteria for grading is the Content and Purpose of the law that they are going to create which would reflect on how well they know the critical issues on the system of education in our country that they would like to address. It is expected that after they think critically about the evident problems in our education system and make valuable reflections, they can give solutions to the issues discussed through making a law. Moreover, to show how well the students perform on this task below is the list of grades accumulated by the students in this assignment.

MALE	Score	MALE	Score	FEMALE	Score	FEMALE	Score
Male 1	15	Male 11	13	Female 1	15	Female 11	15
Male 2	15	Male 12	13	Female 2	15	Female 12	15
Male 3	15	Male 13	15	Female 3	15	Female 13	15
Male 4	15	Male 14	13	Female 4	12	Female 14	14
Male 5	15	Male 15	13	Female 5	13	Female 15	15
Male 6	15	Male 16	12	Female 6	14	Female 16	14
Male 7	15	Male 17	12	Female 7	13	Female 17	14
Male 8	15	Male 18	15	Female 8	13	Female 18	15
Male 9	15	Male 19	12	Female 9	12	Female 19	12
Male 10	12	Male 20	13	Female 10	13	Female 20	15
		Male 21	12				

*Figure 8. Class score on the Pangarap ko, Batas ko activity.*

As shown in the figure above, almost half of the class got the perfect score of 15 points. There were 20 students who got 15, while only 4 students or one group got 14 points. There are also 9 students who got 13 points and lastly, 8 students or the remaining two groups got the lowest scores of 12 points which is respectively still a good score. All the groups performed very well in this task as the average score is 13.87 or nearly just 1 point lower than the perfect score. Having this positive result on this action reflection activity, one of the group outputs' who got 13 points will be shown in the figure below.



<div data-bbox="534 247 613 327" data-label="Image"></div> <p data-bbox="461 333 690 390"> <b>Manila Cathedral School</b>  TENTH GRADE  OUR LADY OF IMMACULATE CONCEPTION </p> <p data-bbox="521 399 630 417"><i>Student Bill No. 1</i></p> <p data-bbox="415 428 735 474"> <b>Reformed Bill Preferred by Students to have a  Competently Effective Educational Learning</b> </p> <hr/> <p data-bbox="436 493 714 541"> <i>Introduced By:</i>  <b>Gaza, Joe Harold D., Muñoz, Isabelle,</b>  <b>Radam, Ianne Andrea Farlah M., Wallat, Karyll Faith L.</b> </p> <hr/> <p data-bbox="388 575 764 609"> <b>Section 1. Prepare Students for Adulthood and Reality by having School as  a Training Basis for the Future.</b> </p> <p data-bbox="388 623 764 653">(1) Explain further the circulation of money, and how tax, debt, interest, loan, and investment work.</p> <ul data-bbox="415 653 764 682" style="list-style-type: none"> <li>• This is the most essential topic a student must learn. In reality, money is crucial in everyone's lives as it is the source of obtaining basic needs and wants.</li> </ul> <p data-bbox="388 697 764 726">(2) Teach traffic rules and regulations; from pavement markings, road signs, and traffic violations.</p> <ul data-bbox="415 726 764 768" style="list-style-type: none"> <li>• The road is dangerous, it is prone to accidents or incidents that can happen unexpectedly sometimes due to the absence of awareness of traffic rules. Therefore, students must be informed about these rules and regulations even at a</li> </ul>	<p data-bbox="898 247 1242 277">young age as transportation is used almost everyday and also to prepare them for the future and for them to know their street rights.</p> <p data-bbox="870 291 1242 321">(3) Instruct the students and conduct proper physical first aid as an actual practice for health emergencies.</p> <ul data-bbox="898 321 1242 394" style="list-style-type: none"> <li>• Memorizing procedures in giving first aid is not enough if the learners do not know how to apply the learnings properly.</li> <li>• If students and future generations will know what to do and how to conduct first aid, it is possible that they can save lives in such emergencies because this is considered a necessary ability every citizen must know.</li> </ul> <p data-bbox="870 409 1117 426">(4) Provide evacuation practice and survival skills training</p> <ul data-bbox="898 426 1242 541" style="list-style-type: none"> <li>• Schools must teach the students things that they need to know to survive such situations because linguistics and academic performance have nothing to do when it comes to life-and-death situations.</li> <li>• Teach the students how to: <ul style="list-style-type: none"> <li>- use a fire extinguisher; evacuate a burning or fractured establishment; survive suffocation from smoke; find and create potable water; hunt and cook food for survival; make fire; tie a knot; signaling for help; do first aid; defend themselves. etc.</li> </ul> </li> </ul> <hr/> <p data-bbox="870 575 1190 594"><b>Section 2. Promoting Student's Ability of Creativity and Integrity.</b></p> <p data-bbox="870 609 1242 653">(1) All of the educational level with the exception of the tertiary level must not have a quarterly exam and shall be replaced with a project that needs the application of the lessons every quarter.</p> <ul data-bbox="898 653 1242 682" style="list-style-type: none"> <li>• Most of the students tend to only memorize all of the lesson rather than understanding it, hence they tend to forget it after the quarterly exam.</li> </ul> <p data-bbox="870 697 1242 726">(2) Tertiary level schools shall require their upcoming student applicants of at least two(2) Science Investigatory Projects.</p> <ul data-bbox="898 726 1242 768" style="list-style-type: none"> <li>• Requiring Science Investigatory Projects will nurture student's ability to invent and to create objects that will promote creativity and brilliance. It also gives significance to the value of stewardship and excellence.</li> </ul> <p data-bbox="870 783 1101 800">(3) Schools must promote inclusivity for their students.</p>
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Figure 9. Sample output of Pangarap ko, Batas ko.

#### 4. Community-based Program and Platform Activity

The data that will be presented is the fourth example of action reflection learning activities that were utilized by the teacher. It is a community-based program and platform crafted in accordance with the topic “Mga Paraan at Epekto ng Gawaing Pansibiko” (Ways and Implication of Civic Action). In this activity the student was tasked to develop and craft a program and platform according to the needs of their community or barangay which indicates the steps and possible effects of the said program and platform. The pupils were instructed to put in on a document file or poster to present the programs and platform. Below are the indicated criteria for the task.

Pamantayan	Puntos
<b>Nilalaman-</b> Ang kabuoan ng programang minungkahi ay naglalaman ng plataporma at programa para sa komunidad.	10
<b>Organisasyon-</b> Ang plataporma at programa ay naglalaman ng hindi bababa sa tatlong hakbangin kasama ng posibleng epekto nito sa	3
<b>Pagsusumite ng gawain-</b> Naipasa ang gawain sa itinakdang araw.	2

Figure 10. Criteria for Community-Based program and platform

As shown in Figure 10, the criteria's primary focus was the critical and reflective skills of the students. From the preceding discussion regarding the ways and effect of civic action, the students craft a program and platform based on their community problems or struggle. Below is the presentation of students' scores in the said activity (Figure 11).

Male	Scores	Male	Scores	Female	Scores	Female	Scores
Male 1	15	Male 11	12	Female 1	15	Female 12	13
Male 2	15	Male 12	13	Female 2	15	Female 13	15
Male 3	10	Male 13	12	Female 3	12	Female 14	15
Male 4	15	Male 14	13	Female 4	13	Female 15	15
Male 5	12	Male 15	12	Female 5	15	Female 16	10
Male 6	15	Male 16	15	Female 6	15	Female 17	15
Male 7	12	Male 17	12	Female 7	15	Female 18	15
Male 8	13	Male 18	15	Female 8	10	Female 19	15
Male 9	15	Male 19	13	Female 9	15	Female 20	15
Male 10	15			Female 10	15	Female 21	15
				Female 11	15	Female 22	15

Figure 11. Class score on the Community-based Program and Platform Activity

As presented in Figure 11, most of the students got a high score from the activity. Out of 41 students, 25 got a perfect rating of fifteen (15) points. Six (6) of the pupils got 13 points.

Subsequently, seven (7) of them gained 12 points in the administered task. Meanwhile, the remaining three (3) students got 10 points. Overall, the average score is 13.83 out of 20 points.

Indicated below (Figure 12) is a sample output from one student who gained an average score. The presented output underneath is a depiction of commendable reflective and critical planning skills for a Grade 10 pupil.

**Programa: Boses Para sa Iyong Kinabukasan**

Mga hakbangin upang maisakatuparan:

- Magturo sa mga kabataan ukol sa sex education katulad ng pagturo sa paggamit ng contraceptives at ang mga sakit na nakukuha sa pakikipagtalik.
- Pag bigay ng libreng condom sa mga kabataan.
- Anyayahin ang mga magulang na magturo at i-normalize ang pagturo ng sex education kahit sa loob bahay.

Epekto sa Komunidad:

"Ang Boses Para sa Iyong Kinabukasan" ay isang programa na nakasentro sa pagbibigay boses at aral sa edukasyong sexual. Sa ganitong mga hakbangin ay matutulungan ang mga kabataan dahil ang mga mas nakakaalam ay makakagawa ng mas makakagandang desisyon para sa kanilang kinabukasan.

*Figure 12. Sample Output of Community-based Program and Platform of a student who gained an average score*

## **Discussion**

This study sought to understand how Action Reflection Learning can help in enhancing critical thinking and active citizenship among Grade 10 students while studying contemporary issues in Araling Panlipunan. Throughout the study, the teacher-researchers implemented different techniques regarding action reflection learning and tried to come up with some activities that were observed to be useful and helpful for other teachers.

As presented in the findings above, the researchers observed a positive performance in students while utilizing action reflection learning. Students were observed to be not just compliant with tasks, but also active and present meaningful outputs just like the samples presented above. Aside from that, class participation was also observable which can be seen in the class recordings. The activities presented above, although usually done asynchronously, were always processed in the following meeting which allowed learners to share their ideas on societal improvement as well as to compare it with their peers.

This study significantly presents one out of many approaches that can be performed in teaching. Action Reflection Learning, to be specific, was observed to be highly applicable when learning contemporary issues as it not just helps in understanding facts but also allows learners to have a big part in their learning process by allowing them to think of how they can solve different social issues logically. This approach can make learners feel the topic more than merely knowing it, which makes it more meaningful and unforgettable for them.

Along the study, surprising and unexpected questions were also encountered. First of which is the idea of utilizing Action Reflection Learning in other grade levels aside from Araling Panlipunan Grade 10 Contemporary Issues. Researchers encountered the questions on how can teachers make use of the action reflection approach when teaching history or economics? What activities would be suitable to those grade levels. Second, would action reflection learning be applicable as well in teaching other subjects while being in distance learning modality? That is also one good question that the researchers encountered given that there is yet not much of a study conducted locally with regards to distance learning modality since pandemic.

Nonetheless, the researchers found that in the case of Grade 10 students in a specific school they selected, ARL or action reflection learning was observed to be meaningful and an effective way to teach contemporary issues which can be highly suggested to other Grade 10 Araling Panlipunan teachers as well.

## **DELIMITATIONS**

The general intent of this action research is to understand how action reflection learning activities help to enhance the critical thinking and active citizenship of grade 10 students of Manila Cathedral School who are studying Mga Kontemporaryong Isyu.

Due to time constraints, the teacher-researchers were able to gather data from the selected student's output during their practice teaching in Manila Cathedral School where their identities were not disclosed based on the figures in the discussion. This action emphasizes that any discovery in this study does not reflect the larger population; may it be in the region or the country itself.

## **CONCLUSION AND RECOMMENDATIONS**

### **Conclusion**

In teaching contemporary issues, the action reflection learning technique is effective to be utilized as the students show significant improvement in their engagement towards the activities administered to them, whose objective is to develop their critical and reflective thinking skills.

The study reveals that there are various activities that shed the light among the teachers to promote critical and active citizenship namely; (1) action plan, (2) 5-point agenda, (3) law making, and (4) community-based program and platform. Moreover, these techniques that the teachers administer among the students are said to be useful which clearly shows in the research's findings.

Subsequently, active-reflective learning has a perceived impact on student engagement and performance. Based on the presented data from the previous section, it is illustrated that the ARL approach positively influences most of the students.

Thus, utilization of action reflection learning has become effective and meaningful in teaching contemporary issues among the Grade 10 students which the researcher of this study highly recommended among the Araling Panlipunan teachers in the field.

### **Recommendations**

Based on the information that has been drawn in this research, the teacher-researchers recommended the following to education stakeholders involved in the topic.

Teachers should adopt and continue employing Action Reflection Learning as their approach and strategy in teaching social studies, especially in grade 10 Mga Kontemporaryong Isyu. It can also be employed in teaching other disciplines in Social Sciences like history, civics, and economics; however, teachers should have a competent skill in developing appropriate

activities that would really make the students think critically and reflect while doing their output to ensure a meaningful learning.

School administrators should provide incentives to teachers such as financial incentives and premium subscription to educational applications on the internet so they can maximize their teaching instruction possibilities in the virtual classroom setting. With these incentives, school administrators should also give short courses on how to navigate these applications properly or at least a workshop-seminar so teachers could be more familiar with these applications.

Future Researchers should conduct related studies that tackle the specifics of this action research to get a broader perspective on Action Reflection Learning in the virtual classroom setting. They can also use the data as their basis for citing claims in their research and it can also be a guide in conducting further studies about Action Reflection Learning in the virtual classroom setting.

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