

Play-based Instruction and Intentional (pBINI) Teaching Strategies for Enhancement of Performance and Engagement of SSES Third Grade Learners in Social Studies (Araling Panlipunan)

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Abstract—This study aimed to enhance academic performance of SSES Grade 3 learners in AP using play-based learning and intentional teaching (pBINI) strategy and determined the significant difference between the pretest and posttest results of the respondents in AP after utilizing the intervention. The participants of this study were 28 third-grade SSES learners of Trece Martires City Elementary School. The participants were chosen using purposive sampling technique. The results of the pretest and posttest were analyzed. The significant difference between the pretest and posttest results were determined through t-test. Results showed that there was a significant difference between pretest ($M = 42.93$, $SD = 2.15$) and posttest scores ($M = 82.01$, $SD = 2.12$), which means that there was a positive impact of pBINI strategy on the learners' academic performance in AP. The researchers recommend the use of pBINI strategy for Grade 3 learners in AP and/or in other learning areas and grade level for teachers and learners.

Index Terms—play-based, intentional teaching and strategy.

1. Introduction

This study entitled “*Play-based Instruction and Intentional (pBINI) Teaching Strategies for Enhancement of Performance and Engagement of SSES Third Grade Learners in Social Studies (Araling Panlipunan)*” was conducted to bring interventions to Special Science Elementary School (SSES) third grade learners in addressing their needs in enhancing learning in Araling Panlipunan (AP) since their academic standing in the previous school year 2022-2023 showed that learners gained relatively low grades in AP. Based from the survey conducted to the participants on ranking their most favorite subjects to the least favorable ones, AP ranked 7th among the eight learning areas which means that they have little or no interests in AP subject. According to Masicampo (2023), learners find Araling Panlipunan or Social Studies tedious due to their lack of interests in the topics about geography, history, politics, economics and the like which contributed to their boredom and low academic performances.

Pandoma in 2019, reiterated that for the total development of learners, teachers play significant roles particularly in setting conditions for learners through effective and fluent strategies that would appeal early years of the child development.

Play-based Learning is a holistic approach highlighting all facets of development of children in their early stages of development. It builds their cognitive, socio-emotional and psychomotor skills necessary for building life skills (Gowrie Marketing, 2022).

Based from the K-12 Philippine Basic Education Curriculum Framework (2019), the instructional design highlights the 21st century skills for learners through learner-centered, learning-centered principles by building self-awareness, engaging with others and the community.

Intentional teaching (Brightwheel, 2023) is a pedagogical approach for educators being deliberate, purposeful and thoughtful in supporting learning growth and opportunities for development considering the learners' needs, strengths, interests and ideas.

Play-based Learning is usually applied to kindergarten learners. However, in this case, this type of learning was incorporated in teaching third grade learners in the SSES curriculum in collaboration with intentional teaching which led the learners for the development of mastery of AP learning competencies. Results of this study could lead the researchers and educators in increasing the level of interests of learners in learning the various lessons in AP with higher gauge of performance among learners across grade levels.

A. Action Research Questions

This study aimed to enhance the learning achievement of SSES Grade 3 learners in AP, improve the interests in learning local facets of society, and enhance academic performance of learners in AP using play-based learning and intentional teaching strategies.

This specifically aims to answer the questions:

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- a. What were the pretest and posttest scores of the respondents before and after the intervention?
- b. Was there a significant difference between the pretest and posttest scores after the incorporation of play-based learning and intentional teaching strategies?

B. Proposed Innovation, Intervention and Strategy

The following strategies were the activities involved in this study of using pBINI strategies.

- a. Analysis of Class standing of the SSES third grade learners in different learning areas.
This provided information about the participants and better understand their academic achievement in different learning areas.
- b. Analysis of survey results on the interests of learners in AP as a learning area.
This provided confirmation on its consistency with the learners' academic performance in AP leading to better understanding of the needs of the learners.
- c. Planning for the specific strategies in teaching AP This helped prepare the daily routine in class for uplifting interests and academic improvement.
- d. Preparation of pretest and post test materials
This secured the availability of validated tools for measuring the success of this study.
- e. Orientation of parents and learners
This activity helped the learners and parents to become well-oriented in the program. This became the venue for informing the parents and learners about the activity. This promoted a positive relationship between parents, learners and the teacher during the entire conduct of the intervention program.
- f. Administration of pretest
This was the first step in the execution of the program and marked as the basis for success.
- g. Actual conduct of teaching for AP Quarter 1 using pBINI strategies.
This was an intervention program where the teacher conducted eight-week teaching sessions to learners. At least one pBINI strategy was planned and incorporated well in the development part of the lesson. The pBINI strategies included any of the following:
 - a. Competitive games
 - b. Technology assisted games
 - c. Building puzzles
 - d. Role play
 - e. Artwork
- h. Administration of post test
Post tests were given to the participants to assess the effectiveness of the intervention activities conducted as well as the learning of pupils.
- i. Analysis of pretest and post test results
Analysis of data gathered provided information on the effects of the intervention strategy conducted.

2. Action Research Methods

1) Research Design

This study utilized a quantitative pretest/posttest research design in determining the significant difference between the academic performance of the respondents before and after the incorporation of play-based learning and intentional teaching strategies.

2) Participants and/or Other Sources of Data and Information

The participants in the study were 31 third grade SSES learners of Trece Martires City Elementary School. The participants were chosen using purposive sampling technique. The result of the pretest and posttest were analyzed. The significant differences between the pretest and posttest results were determined through t-test.

3) Data Gathering Method

The participants answered the teacher-made AP diagnostic and achievement test validated by the master teachers before and after the eight-week intervention program.

4) Data Analysis Plan

To answer the research question, the data were analyzed using descriptive and inferential statistics. To determine the significant differences between the pretest and posttest results of Grade 3 learners in AP after utilizing pBINI pedagogies, t-test will be used.

3. Discussion of Results and Reflection

The outcomes of this study provided insights on the differences between the academic performances of grade three SSES learners in AP after using the pBINI strategy in teaching.

Table 1
0 T-test results between the pretest and posttest scores in AP 3

Group	N	Mean	SD	STD. Error Mean	df	t	Std. error of difference
Pretest	31	42.93	2.15	0.39	30	19.75	0.54
Post Test	31	82.01	2.12	0.38			

*P value and statistical significance:
The two-tailed P value is less than 0.0001
By conventional criteria, this difference is considered to be extremely statistically significant.*

A paired sample t-test was performed to compare the pretest and posttest results in AP 3 after using pBINI Strategy. Results showed that there was a significant difference between the pretest ($M = 42.93$, $SD = 2.15$) and posttest scores ($M = 82.01$, $SD = 2.12$); with $t(30) = 19.75$, p is less than 0.0001.

The mean results showed a 91.04% increase whereas the 1% decrease in standard deviation displayed a slightly more consistent posttest scores. To deepen the understanding of the numerical values in terms of impact, the t-test value of 15.91 depicted an extremely significant difference between the two sets of scores.

A. Reflection

The result showed that the use of pBINI Strategy in teaching has a positive influence on the academic performance of the Grade 3 learners in AP based on the results of pretest and

posttest. The difference between the posttest mean scores which become higher compared to the pretest mean scores depicted a significance. This result somehow aligned with the K-12 Philippine Basic Education Curriculum Framework in 2019 and Brightwheel in 2023 that play-based learning and intentional teaching created a positive impact on the learning outcomes and development of students. This led to the researchers' conclusion that pBINI Strategy can also be implemented to third-grade AP learners in improving their academic performance. However, this strategy has a strong demand for creativity and patience on the part of the teachers. The researchers recommend the use of pBINI Strategy in teaching AP for teachers. This modality can also be used and tested in other learning areas and grade levels especially as intervention activity for the mastery of competencies.

References

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