

# Interactive Learning Activities in Teaching Araling Panlipunan for Grade 7 Learners

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*Abstract*— This study set out to discover if interactive learning could breathe new life into Araling Panlipunan for Grade 7 learners. Rather than focusing solely on test scores, this study looked at the heartbeat of the classroom: how these activities sparked learners' energy, encouraged them to speak up, and improved their overall performance. It specifically explored whether shifting to a more hands-on approach helped learners truly grasp the essential ideas of the subject. This study took a quantitative look at what happens when Grade 7 learners are given the floor. By stepping into the classroom to see the intervention in action, this study used teacher insights, learners' records, and validated feedback to capture the real story of their progress. Instead of sticking to traditional lectures, this study wove collaborative tasks and group discussions into the daily routine, ensuring every activity still hit the mark for the required curriculum. Finally, this study looked at the numbers to see exactly how these interactive moments helped learners find their footing and succeed. Based on the findings, this study concludes that interactive activities do more than just deliver information—they serve as powerful tools that make Araling Panlipunan feel alive for Grade 7 learners. Because these methods worked so well, this study suggests that teachers embrace more varied, learner-centered strategies. By putting the learners at the heart of the lesson, teachers can spark more energy in the classroom and help every learner reach their full potential.

***Keywords: Interactive Learning Activities, Araling Panlipunan, Grade 7, Student Engagement, Active Learning***

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## I. INTRODUCTION

Education plays a vital role in shaping what learners know, how they think, and the values they apply in their daily lives. In the K–12 curriculum, Araling Panlipunan is a crucial subject that develops learners’ understanding of citizenship, governance, geography, history, and culture. It also desires to strengthen critical thinking and deepen learners’ awareness of society and its development. Learners are expected to engage energetically in lessons, connect ideas to real-life circumstances, and demonstrate proficiency in key competencies. Studies have shown that interactive, learner-centered approaches—such as group discussions, role-playing, and digital tools—can enhance engagement, motivation, and academic performance.

Despite these ideal methods, many Grade 7 learners continue to struggle to understand and retain Araling Panlipunan concepts. Results from national assessments and classroom observations show that learners often stumble with the least mastered competencies, which may be attributed to the resumed use of traditional, lecture-based teaching strategies that highlight memorization over active participation. Additionally, limited use of engaging and interactive instructional methods can decrease learners’ interest and encouragement, making it tough for them to connect lessons to real-life contexts. Although previous studies have shown the effectiveness of interactive approaches in enhancing learning outcomes, there is limited research on their application in teaching Araling Panlipunan to Grade 7 learners, specifically in specific school contexts such as Lananpin National High School.

In response to these gaps, this study aims to determine the effectiveness of interactive learning activities in enhancing engagement and academic performance among Grade 7 learners in Araling Panlipunan. Particularly, it aims to study how learner-centered, interactive approaches can enhance participation, motivation, and awareness of key concepts. By discussing the identified challenges, this study aims to provide an understanding that helps teachers adopt more effective instructional techniques and support learners in achieving better learning outcomes.

## II. METHODOLOGY

This study used a developmental research design to create interactive learning materials for Grade 7 Araling Panlipunan. The least mastered competencies were determined through item analysis of learners' second-quarter test results, which acted as the basis for developing the instructional materials. The researcher developed various interactive activities, such as exercises and tasks, to improve learners' understanding, engagement, and attention during the learning process.

The primary data were obtained from 46 Grade 7 learners of Lananpin National High School during the School Year 2025–2026. The developed materials were evaluated by Araling Panlipunan teachers, a Master Teacher, the Head Teacher, and the School Principal to guarantee their relevance, effectiveness, and alignment with the curriculum. Feedback from the evaluators was utilized to modify and enhance the materials. Ethical considerations were observed by securing approval from the school administrations and ensuring the confidentiality and voluntary participation of all respondents.

## III. RESULTS

This section presents the findings based on learners' assessment outcomes and the evaluation of the developed interactive materials. The results determined the least mastered competencies in Araling Panlipunan, which were used to create the activities. Overall, the findings suggest that the interactive learning materials effectively addressed learning gaps and supported learner engagement.

**TABLE 1**  
**PERFORMANCE LEVEL OF GRADE 7 LEARNERS IN**  
**ARALING PANLIPUNAN (SECOND QUARTER TEST)**

Section	Mean Score	MPS (%)	Descriptive Rating
Grade 7 Narra	32/50	64%	Average

Table 1 shows the performance level of Grade 7 learners from Section Narra in Araling Panlipunan based on their Second Quarter Test results. The learners achieved a mean score of 32 out of 50, resulting in a Mean Percentage Score (MPS) of 64%, which is interpreted as Average. These reveal that the learners have acquired a satisfactory level of understanding of the subject matter, showing basic knowledge and skills in the competencies covered during the quarter. However, the Average performance level implies that learners have not yet reached full mastery of the expected learning competencies. The MPS of 64% reflects existing gaps in comprehension and application, which may affect their overall academic progress in the subject. It emphasizes the need for appropriate instructional interventions, such as remediation, enrichment activities, and varied teaching approaches, to enhance learners' performance and help them achieve a higher level of proficiency in Araling Panlipunan.

The findings imply that the Average performance level (MPS = 64%) of Grade 7 learners necessitates the enhancement of instructional strategies and the implementation of targeted interventions to address identified learning gaps. Teachers are encouraged to employ differentiated, learner-centered, and interactive teaching approaches, alongside continuous formative assessments, to improve comprehension and promote higher-order thinking skills. Remediation and enrichment activities should also be prioritized to support both struggling and moderately performing learners. These implications are supported by the Department of Education's standards, which indicate that an MPS below mastery reflects incomplete acquisition of competencies and calls for instructional improvement. According to **Dela Cruz (2021)**, learners exposed to interactive, contextualized teaching methods tend to perform better than those who rely on traditional lecture-based instruction. It supports the need to enhance teaching approaches in Araling Panlipunan.

**TABLE 2A**  
**LEAST MASTERED COMPETENCIES OF GRADE 7 LEARNERS**  
**IN ARALING PANLIPUNAN**

Rank	Competency	Level of Mastery
1	Nasusuri ang iba't ibang pagtugon sa kaayusang kolonyal (pag-alsa, pag-angkin at pag-angkop) sa tatlong bansa ng pangkapuluang Timog Silangang Asya (#24)	Low Mastery (LM)
2	Nasusuri ang iba't ibang pagtugon sa kaayusang kolonyal (pag-alsa, pag-angkin, at pag-angkop) sa tatlong bansa ng pangkontinenteng Timog Silangang Asya (#38)	Low Mastery (LM)
3	Naipaghahambing ang mga pamamaraan, patakarang kolonyal, at iba't ibang pagtugon sa kaayusang kolonyal sa apat na bansa ng Timog Silangang Asya (#49)	Low Mastery (LM)

**Note. f = frequency of learners; % = percentage of learners demonstrating low mastery.**

Table 2A specifies the detailed competencies in Araling Panlipunan in which Grade 7 learners demonstrated low mastery, with the interventions equipped to address these gaps. The table shows that the three least mastered competencies all involve analyzing and comparing responses to colonial rule in Southeast Asian countries. The first competency, “*Nasusuri ang iba't ibang pagtugon sa kaayusang kolonyal (pag-alsa, pag-angkin at pag-angkop) sa tatlong bansa ng pangkapuluang Timog Silangang Asya (#24)*”, was difficult for 35 learners (70%), indicating the greatest challenge.

The second and third competencies also reflect low mastery, with 32 learners (64%) and 30 learners (60%) struggling, respectively. These results emphasize learners' difficulty in higher-

order analytical skills such as evaluation, comparison, and contextual understanding of historical events. To manage these learning gaps, targeted interventions were enforced. For the first competency, supplementary discussion time was provided to strengthen understanding. The second competency was supported with *localized activities*, causing the content more applicable to learners' contexts. For the third competency, educators encouraged learners to *relate topics to everyday life and personal experiences*, fostering meaningful connections and deeper comprehension. These interventions aim to enhance learners' mastery by encouraging active engagement, contextual understanding, and practical application of historical concepts.

The results imply a need for strengthened instructional approaches that focus on developing learners' analytical and critical thinking skills, specifically in understanding historical events and their interconnectedness. Educators may need to include more contextualized, inquiry-based, and interactive learning strategies—such as the use of primary sources, graphic organizers, comparative analysis activities, and multimedia resources—to make abstract historical concepts more accessible and meaningful. Additionally, targeted remediation programs should be implemented to address specific gaps in learners' understanding of colonial systems and responses, while formative assessments can be used to monitor progress and provide timely feedback. These implications are supported by the Department of Education's emphasis on mastery learning, which highlights that competencies with low mastery require immediate instructional intervention. The findings are supported by recent studies emphasizing that students often struggle in history and social studies when lessons focus heavily on memorization rather than analytical understanding. According to Santos (2021), learners perform better in Araling Panlipunan when inquiry-based and discussion-centered methods are used. Likewise, Garcia and Reyes (2022) found that comparative and collaborative learning strategies significantly improve students' understanding of historical events and the impacts of colonialism. Moreover, Mendoza (2023) emphasized that the use of visual materials and localized content increases learner engagement and mastery in social studies subjects.

**TABLE 2B**  
**MOST MASTETED COMPETENCIES OF GRADE 7 LEARNERS**  
**IN ARALING PANLIPUNAN**

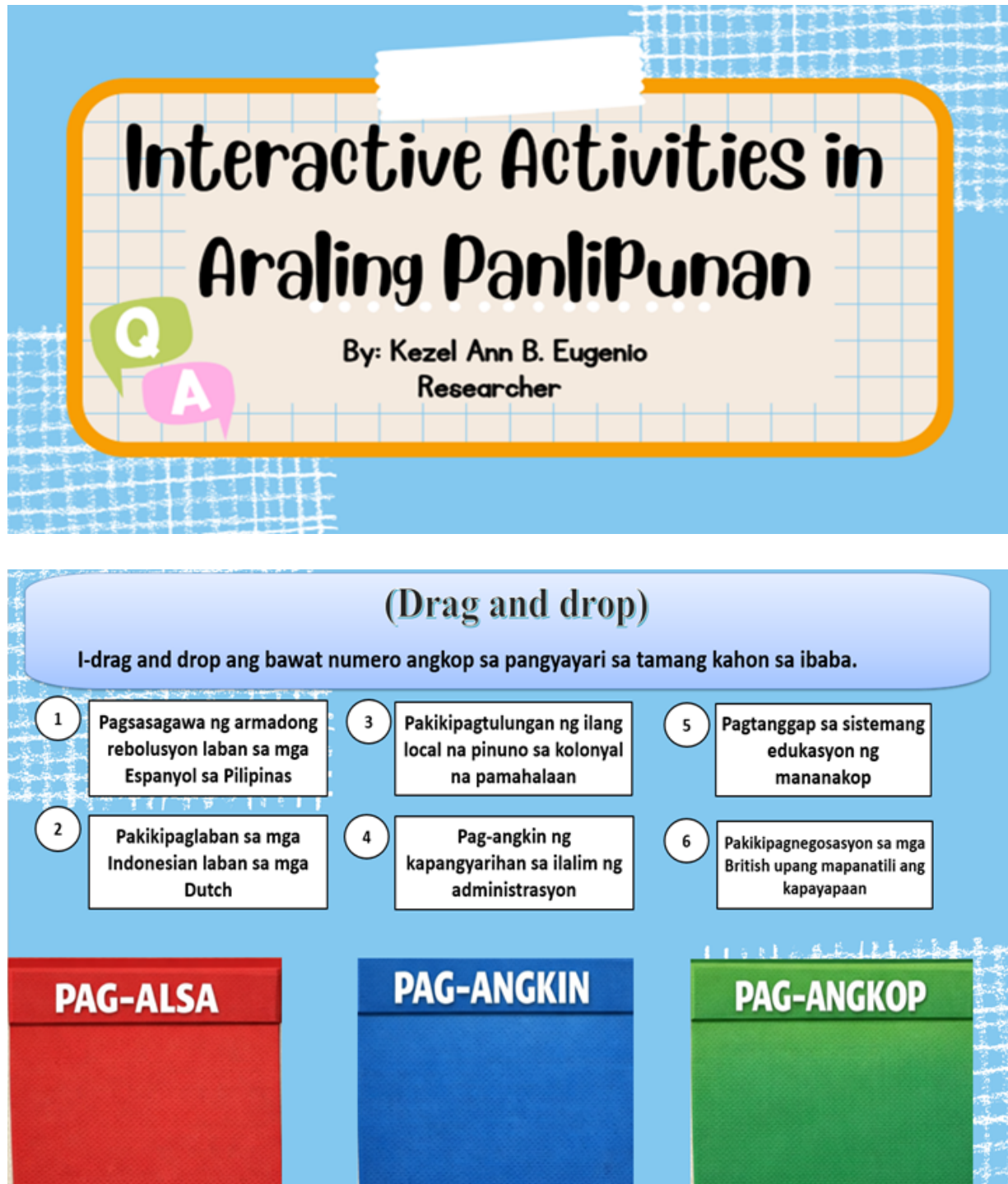
Rank	Competency	Level of Mastery	f	%
1	Naipaliliwanag ang konsepto ng kolonyalismo at imperyalismo	Moving Toward Mastery (MTM)	28	56
2	Naipaghahambing ang una at ikalawang yugto ng imperyalismong Kanluranin	Average Mastery (AM)	25	50
3	Nasusuri ang mga pamamaraan at patakarang kolonyal sa tatlong bansa ng pangkapuluang Timog Silangang Asya	Average Mastery (AM)	23	46

**Note.** f = frequency of learners; % = percentage of learners demonstrating mastery.

Table 2B shows that Grade 7 learners presented higher mastery in selected Araling Panlipunan competencies, especially in explaining the concepts of colonialism and imperialism, where most learners were moving toward mastery. Other competencies were at an average mastery level, indicating a better understanding of basic concepts than higher-order analysis skills.

To strengthen these competencies, interventions such as guided discussions, visual aids, and collaborative activities were implemented. Interactive learning activities were also created to address learning gaps and enhance critical thinking and engagement. The findings suggest that while learners have a strong foundation, they still need to deepen their mastery through enriched strategies and higher-order thinking tasks, consistent with studies emphasizing the effectiveness of conceptual understanding, comparison activities, and scaffolded instruction.

FIGURE 1



**Interactive Activities in  
Araling Panlipunan**

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**(Drag and drop)**

I-drag and drop ang bawat numero angkop sa pangyayari sa tamang kahon sa ibaba.

- 1 Pagsasagawa ng armadong rebolusyon laban sa mga Espanyol sa Pilipinas
- 2 Pakikipaglaban sa mga Indonesian laban sa mga Dutch
- 3 Pakikipagtulungan ng ilang local na pinuno sa kolonyal na pamahalaan
- 4 Pag-angkin ng kapangyarihan sa ilalim ng administrasyon
- 5 Pagtanggap sa sistemang edukasyon ng mananakop
- 6 Pakikipagnegosasyon sa mga British upang mapanatili ang kapayapaan

**PAG-ALSA**      **PAG-ANGKIN**      **PAG-ANGKOP**



This section presents the interactive activities developed to improve Grade 7 learners' learning in Araling Panlipunan. These activities were designed based on the specified learning gaps, especially the least mastered competencies evident in learners' performance, which need greater understanding and application. The main goal of these activities is to make learning more engaging, meaningful, and learner-centered.

Based on the findings, there is a need to develop enhanced interactive activities that promote learner engagement, critical thinking, and active participation in Araling Panlipunan.

FIGURE 2



**Table 4A**  
**EVALUATION RATINGS IN TERMS OF CONTENT QUALITY**  
 N=4

<b>No.</b>	<b>Indicators</b>	<b>Mean</b>	<b>Descriptive Equivalent</b>
1	Content is consistent with topics/skills found in the DepED Learning Competencies for the subject and grade/year level it was intended.	3.75	<b>Very Satisfactory</b>
2	Concepts developed contribute to enrichment, reinforcement, or mastery of the identified learning objectives.	3.50	<b>Very Satisfactory</b>
3	Content is accurate.	4.00	<b>Very Satisfactory</b>
4	Content is up-to-date.	3.50	<b>Very Satisfactory</b>
5	Content is logically developed and organized	3.50	<b>Very Satisfactory</b>
6	Content is free from cultural, gender, racial or ethnic bias.	3.75	<b>Very Satisfactory</b>
7	Content stimulates and promotes critical thinking.	3.25	<b>Very Satisfactory</b>
8	Content is relevant to real-life situations.	3.50	<b>Very Satisfactory</b>
9	Language (including vocabulary) is appropriate to the target user level.	3.75	<b>Very Satisfactory</b>
10	Content promotes positive values that support formative growth.	4.00	<b>Very Satisfactory</b>
	<b>OVERALL MEAN</b>		<b>3.65</b> <b>Very Satisfactory</b>

**Legend : 3.25 – 4.00 Very Satisfactory (VS); 2.50 – 3.24 Satisfactory (S); 1.75 – 2.49 - Poor; 1.00 – 1.74 – Not Satisfactory (NS)**

The results from Table 4A show that the developed learning materials were rated “Very Satisfactory” in content quality, with an overall mean of 3.65. Content accuracy and promotion of positive values received the highest ratings (4.00), indicating that the materials are reliable and support moral development. Other indicators—such as alignment with DepEd competencies, freedom from bias, and appropriate language level (all 3.75)—also reflect that the materials are suitable and standards-based. However, promotion of critical thinking obtained the lowest mean (3.25), suggesting a need for improvement in this area. Overall, the materials meet educational standards while remaining relevant and accessible to learners. These findings imply that the materials can effectively support learning objectives and provide a clear, values-oriented learning experience. Their alignment with curriculum standards ensures classroom relevance, while their clarity supports understanding. However, enhancing activities that promote critical thinking is recommended. This is supported by Santos (2021), who noted that curriculum-aligned materials improve learning outcomes, as well as Garcia and Lopez (2022) and Reyes (2023), who emphasized that accurate, well-structured, and competency-based content strengthens comprehension, retention, and learner motivation.

**TABLE 4B**  
**EVALUATION RATINGS IN TERMS OF INSTRUCTIONAL QUALITY**  
 N=4

No.	Indicators	Mean	Descriptive Equivalent
1	Purpose of the material is well defined.	3.75	<b>Very Satisfactory</b>
2	Material achieves its defined purpose.	3.50	<b>Very Satisfactory</b>
3	Learning objectives are clearly stated and measurable.	3.75	<b>Very Satisfactory</b>
4	Level of difficulty is appropriate for the intended target user.	3.50	<b>Very Satisfactory</b>

No.	Indicators	Mean	Descriptive Equivalent
5	Graphics / colors / sounds are used for appropriate instructional reasons.	3.25	<b>Very Satisfactory</b>
6	Material is enjoyable, stimulating, challenging, and engaging.	3.50	<b>Very Satisfactory</b>
7	Material effectively stimulates creativity of target user.	3.25	<b>Very Satisfactory</b>
8	Feedback on target user's responses is effectively employed.	3.25	<b>Very Satisfactory</b>
9	Target user can control the rate and sequence of presentation and review.	3.50	<b>Very Satisfactory</b>
10	Instruction is integrated with target user's previous experience.	3.75	<b>Very Satisfactory</b>
	<b>Overall Mean</b>		<b>3.50</b> <b>Very Satisfactory</b>

**Legend : 3.25 – 4.00 Very Satisfactory (VS); 2.50 – 3.24 Satisfactory (S); 1.75 – 2.49 - Poor; 1.00 – 1.74 – Not Satisfactory (NS)**

The findings from Table 4B indicate that the developed materials were rated “Very Satisfactory” for instructional quality, with an overall mean of 3.50. The highest-rated indicators—purpose well-defined (3.75), clear and measurable objectives (3.75), and integration with prior experience (3.75)—indicate that the instructional design is coherent, goal-oriented, and effectively connects with learners’ prior knowledge. Indicators such as use of graphics/colors/sounds (3.25), stimulation of creativity (3.25), and effectiveness of feedback (3.25) received slightly lower ratings, suggesting that while the materials are engaging, there is room to enhance multimedia elements, encourage creative thinking, and strengthen feedback mechanisms. Overall, the results

show that the materials are well-structured, purposeful, and supportive of learner engagement, yet could benefit from minor enhancements to maximize instructional impact.

The implications of these findings suggest that the instructional materials can successfully guide learners toward achieving defined learning objectives while maintaining a satisfactory level of engagement and interactivity. The strong ratings on clarity, purpose, and integration with prior knowledge demonstrate that the materials are pedagogically sound and appropriate for classroom implementation. The lower scores on creative stimulation and multimedia usage highlight opportunities to incorporate more interactive features, visually appealing elements, and creative tasks that foster higher-order thinking. These observations are corroborated by similar studies on instructional quality, which emphasize that learner engagement, clarity of objectives, and alignment with prior knowledge are critical to effective learning, while multimedia and creative prompts enhance motivation and deeper learning outcomes.

This success is corroborated by Martin and Borup (2022), who argue that the explicit alignment of measurable objectives with instructional content is the most significant predictor of learner success in modern educational environments. Furthermore, the high rating in experience integration aligns with the work of Zhu and Bonk (2021), who emphasize that scaffolding techniques that bridge new information with a learner's existing cognitive framework are essential for ensuring deep, meaningful learning.

**TABLE 4C**  
**EVALUATION RATINGS IN TERMS OF TECHNICAL QUALITY**

N=4

No.	Indicators	Mean	Descriptive Equivalent
1	Audio enhances understanding of the concept.	3.75	Very Satisfactory
2	Speech and narration (correct pacing, intonation, and pronunciation) is clear and can be easily understood.	3.75	Very Satisfactory
3	There is complete synchronization of audio with the visuals, if any.	4.00	Very Satisfactory
4	Music and sound effects are appropriate and effective for instructional purposes.	3.50	Very Satisfactory
5	Screen displays (text) are uncluttered, easy to read, and aesthetically pleasing.	4.00	Very Satisfactory
6	Visual presentations (non-text) are clear and easy to interpret.	3.75	Very Satisfactory
7	Visuals sustain interest and do not distract user's attention.	3.75	Very Satisfactory
8	Visuals provide accurate representation of the concept discussed.	4.00	Very Satisfactory
9	The user support materials (if any) are effective.	3.75	Very Satisfactory
10	The design allows the target user to navigate freely through the material.	4.00	Very Satisfactory
11	The material can easily and independently be used.	4.00	Very Satisfactory
12	The material will run using minimum system requirements.	4.00	Very Satisfactory
13	The program is free from technical problems.	4.00	Very Satisfactory
	<b>Overall Mean</b>		<b>3.84</b> Very Satisfactory

**Legend : 3.25 – 4.00 Very Satisfactory (VS); 2.50 – 3.24 Satisfactory (S); 1.75 – 2.49 - Poor; 1.00 – 1.74 – Not Satisfactory (NS)**

The findings from Table 4C show that the developed materials were rated as “**Very Satisfactory**” in terms of technical quality, with an overall mean of 3.84. Indicators such as **audio-visual synchronization** (4.00), **clear and uncluttered text** (4.00), **accurate visuals** (4.00), **easy navigation** (4.00), **independent usability** (4.00), **compatibility with minimum requirements** (4.00), and **freedom from technical problems** (4.00) received perfect scores, reflecting the materials’ high functionality, reliability, and user-friendliness. Other indicators, including **audio enhances understanding** (3.75), **clear speech and narration** (3.75), **clear visual presentations** (3.75), **visuals sustain interest** (3.75), and **effective user support materials** (3.75), were also rated highly, indicating that the materials effectively support comprehension and engagement, although minor refinements could further enhance the learning experience.

The implications of these findings suggest that the developed materials are technically robust, accessible, and capable of supporting independent learning without significant difficulties. The perfect scores on navigation, visual accuracy, and system compatibility highlight the materials’ ease of use and readiness for classroom implementation, while the slightly lower ratings on audio and engagement suggest opportunities to further optimize multimedia elements to sustain learner attention. Zheng (2022) supports this by stating that the precise synchronization of audio-visual elements is crucial in preventing "split-attention effects," which can occur when a learner is forced to process unsynchronized information sources. Additionally, the high score in independent usability (4.00) confirms that the design successfully fosters learner autonomy, a key metric identified by Alias et al. (2023) as vital for the success of asynchronous digital learning materials. In summary, the technical quality of the material provides a stable and professional environment that effectively supports the instructional objectives.

**TABLE 4D**  
**EVALUATION RATINGS IN TERMS OF OTHER FINDINGS**  
 N=4

No.	Indicators	Mean	Descriptive Equivalent
1	Conceptual errors.	4.00	<b>Very Satisfactory</b>
2	Factual errors.	4.00	<b>Very Satisfactory</b>
3	Grammatical and / or typographical errors.	4.00	<b>Very Satisfactory</b>
4	Other errors (i.e., computational errors, obsolete information, errors in the visuals, etc.).	4.00	<b>Very Satisfactory</b>
	<b>Overall Mean</b>		<b>4.00</b> <b>Very Satisfactory</b>

**Legend : 3.25 – 4.00 Very Satisfactory (VS); 2.50 – 3.24 Satisfactory (S); 1.75 – 2.49 - Poor; 1.00 – 1.74 – Not Satisfactory (NS)**

The results shown in Table 4D reveal that the developed materials achieved a “Very Satisfactory” rating in terms of other quality considerations, with an overall mean of 4.00. Every indicator—such as conceptual accuracy, factual correctness, grammatical and typographical precision, and the absence of computational or visual errors—received the highest possible score. This indicates that the materials are well-prepared, accurate, and free from errors, ensuring both clarity and credibility for learners. The consistency of these results suggests that the materials meet high academic and technical standards, which can enhance learner understanding and confidence. These findings imply that the materials are dependable, credible, and suitable for immediate use without requiring further revisions. The perfect ratings show that both teachers and learners can rely on the materials for clear and accurate information, reducing the likelihood of confusion or misinterpretation. This supports the claim of Chai et al. (2022) that content accuracy is a key component of Technological Pedagogical Content Knowledge (TPACK), as it ensures that technology does not compromise the integrity of the subject matter. Likewise, the absence of outdated content and visual inaccuracies aligns with Kumi-Yeboah et al. (2023), who emphasize

that the effectiveness and sustainability of instructional materials depend on their factual accuracy and precise visual presentation. Overall, the results from Table 4D confirm that the materials are a high-quality educational resource that meets rigorous academic and technical standards.

**TABLE 4E  
SUMMARY OF FINDINGS**

<b>Factor</b>	<b>Overall Mean</b>	<b>Rating</b>	<b>Key Strengths</b>	<b>Areas for Enhancement</b>
<b>Content Quality</b>	3.65	Very Satisfactory	Accurate content, alignment with competencies, promotes positive values	Promote critical thinking more actively
<b>Instructional Quality</b>	3.50	Very Satisfactory	Clear objectives, purposeful design, integrates prior knowledge	Enhance multimedia, creativity, and feedback mechanisms
<b>Technical Quality</b>	3.84	Very Satisfactory	Audio-visual synchronization, clear visuals, easy navigation, independent usability, error-free operation	Minor improvements in audio and engagement features
<b>Other Findings</b>	4.00	Very Satisfactory	Error-free, accurate, grammatically correct, reliable	None identified

The findings show that the developed materials are overall “Very Satisfactory” in terms of content, instructional, technical, and other quality aspects. They demonstrate strong accuracy, alignment with DepEd competencies, clear objectives, effective design, and an error-free presentation, making them reliable, user-friendly, and pedagogically sound. However, minor improvements in critical thinking, creativity, multimedia use, and feedback could further enhance learner engagement and higher-order thinking.

These results imply that the materials can effectively support learning goals and provide an engaging and technically sound learning experience. Studies by Al-Fraihat et al. (2024) highlight the need for interactive features and feedback to improve critical thinking, while Mayer (2021) emphasizes the importance of well-designed multimedia for better understanding. Addressing these areas can further strengthen the material’s impact and overall effectiveness.

#### **IV. DISCUSSION**

The findings indicate that Grade 7 learners demonstrate stronger understanding in foundational concepts of Araling Panlipunan, while challenges remain in higher-order thinking skills. This supports existing studies which suggest that learners perform better when lessons begin with clear conceptual understanding before moving to more complex analysis (Dela Cruz, 2021). The use of interactive learning activities, such as discussions, visual aids, and collaborative tasks, contributed to improving learners’ engagement and comprehension, consistent with the findings of Reyes and Torres (2022) and Navarro (2023). Overall, the results highlight the importance of using interactive and scaffolded instructional strategies to bridge learning gaps and promote mastery. Strengthening higher-order thinking skills through continuous and enriched activities is essential in helping learners achieve deeper understanding and improved academic performance.

#### **V. CONCLUSION**

The study concludes that the use of interactive learning activities in teaching Araling Panlipunan is effective in addressing the least mastered competencies of Grade 7 learners. While

learners showed strength in understanding basic concepts, there is still a need to improve higher-order thinking skills. The developed instructional materials were found to be appropriate and useful in enhancing engagement and comprehension. Overall, integrating interactive and learner-centered strategies plays a significant role in improving learners' mastery of concepts. Continuous use of these approaches is recommended to further support deeper understanding and better academic performance.

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