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Utilization of Broadcast Media: Its Effect on Students' Learning Outcomes in Araling Panlipunan

Roselyn P. Plaza
Universidad de Sta. Isabel de Naga, Inc., Naga City, Camarines Sur, Philippines
roselynplaza12@gmail.com

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ABSTRACT

This explanatory sequential mixed-methods study investigated the utilization of broadcast media—television and YouTube—in teaching Grade 7 Araling Panlipunan and its relationship to students' conceptual understanding, skills, and values formation. During the third quarter of School Year 2025–2026 at Cararayan National High School, 37 students participated in a quasi-experimental comparison: 18 learners in the textbook-based control group and 19 in the broadcast-media experimental group. Pretests, posttests, performance-task rubrics, and semi-structured interviews with 10 experimental-group students provided quantitative and qualitative evidence. Means, standard deviations, paired-samples and independent-samples t tests, and thematic analysis were employed. Conceptual-understanding scores changed only slightly in the control group (11.67 to 11.72; $p = .947$), whereas the experimental mean increased from 12.37 to 13.74 without reaching statistical significance ($p = .092$). In contrast, the experimental group had higher skills scores (37.63 versus 35.33; $p < .001$) and values-formation scores (27.63 versus 25.50; $p = .037$). Thematic findings identified weak connectivity, content confusion, and academic distraction alongside greater access to real-world information, convenient learning resources, and opportunities to create instructional materials. The study concluded that broadcast-media-supported instruction was associated with more favorable assessed skills and values formation, but the evidence did not demonstrate a statistically significant pretest–posttest change in conceptual understanding. A context-responsive Araling Panlipunan instructional booklet was developed from these results; it was not separately evaluated.

Keywords: *broadcast media; Araling Panlipunan; conceptual understanding; skills development; values formation; explanatory sequential mixed methods*

INTRODUCTION

Broadcast media have become increasingly visible in classroom instruction because audiovisual materials can represent events, places, ideas, and social realities that may otherwise remain abstract in print. In Araling Panlipunan, television and YouTube can provide documentaries, historical accounts, news reports, and other materials that connect past events to present-day Philippine and Southeast Asian contexts. Their educational value, however, depends on selecting reliable content and integrating viewing with teacher-guided analysis rather than treating media exposure itself as learning (Cutajar, 2021; Shoufan & Mohamed, 2022).

Grade 7 Araling Panlipunan requires learners to build factual and conceptual understanding while practicing historical interpretation, critical thinking, communication, and civic values. Teachers must therefore balance disciplinary content with methods that encourage participation and reflection. Evidence from Social Studies education highlights students' varying engagement with traditional instructional routines and the need for appropriate educational resources and contextualized tasks (Derraco, 2022; Garcia-Acojido, 2021; Joe, 2021; Ofiaza, 2023).

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Online and televised learning resources offer practical instructional opportunities but introduce distinct constraints. Learners may revisit difficult explanations and encounter audiovisual evidence from multiple perspectives; at the same time, unstable internet access, advertisements, irrelevant material, and misleading content can interrupt or distort learning. Research on instructional video design and YouTube use emphasizes the importance of thoughtful selection, scaffolding, and alignment with pedagogical objectives (Fyfield et al., 2022; Abubakar et al., 2025).

The local evidence gap addressed by the thesis concerned the effectiveness of television and YouTube in Grade 7 Araling Panlipunan at Cararayan National High School, rather than merely students' general attitudes toward technology. The study distinguished conceptual-understanding test scores from performance-based skills and values-formation outcomes, and it complemented group comparisons with student accounts of difficulties and opportunities in accessing media. This distinction matters because an instructional method may relate differently to knowledge tests, authentic performances, and experiences of learning.

Accordingly, the study examined conceptual understanding before and after instruction in the control and experimental groups; tested within-group changes; compared post-intervention skills and values formation between the groups; explored student-reported challenges and opportunities; and developed an instructional material grounded in the combined findings. The study was situated in the third quarter of School Year 2025–2026 and focused on the Philippines and Southeast Asian Studies component of Araling Panlipunan. It sought practical evidence for teachers and school leaders seeking context-sensitive, accessible learning resources without assuming that audiovisual tools necessarily improve every outcome.

Literature Review

Broadcast media and audiovisual approaches in Social Studies

Instructional broadcasting brings historical images, spoken accounts, demonstrations, and contemporary public affairs into learning spaces. Cutajar (2021) argued for critical engagement with moving-image history rather than the unexamined consumption of historical television. Cholik et al. (2023) similarly situated YouTube as an alternative learning medium, while Shoufan and Mohamed (2022) synthesized educational uses of YouTube across diverse contexts. Together, these accounts support the use of audiovisual resources when teachers provide disciplinary framing.

Audio-visual presentations may help learners see connections among social events, timelines, and civic concepts. Flores and Flores (2023) examined audio-visual presentations in Araling Panlipunan, while Cañete (2024) studied school performance in the same subject area. Their relevance to the present study lies in the curricular and cultural specificity of Social Studies: viewing an event requires learners not simply to recall scenes but to interpret how people, institutions, and historical circumstances are related.

The value of online video also depends on design and credibility. Fyfield et al. (2022) reviewed instructional video design, and Abubakar et al. (2025) examined YouTube technology integration and implementation issues. These perspectives suggest that teachers should carefully curate age-appropriate materials, pause for discussion, connect visual evidence to learning objectives, and check historical claims against credible sources rather than presume that digital access produces understanding.

Conceptual understanding, curriculum alignment, and contextualization

Conceptual understanding in Araling Panlipunan extends beyond recalling dates and personalities to explaining causal relationships, civic responsibilities, and links between Philippine history and wider Southeast Asian developments. Olson and Mathé (2023) emphasized the place of the student as a subject in Social Studies, while Sardido et al. (2024) investigated game-based pedagogy in Araling Panlipunan. These studies underscore the importance of active meaning-making alongside disciplinary knowledge.

Curricular coherence is equally important when selecting media or preparing student tasks. The research by Magsanop et al. (2022) on educational blogging in secondary Social Studies illustrated how digital instructional resources can be incorporated into classroom processes. The thesis similarly used lesson plans with identical

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subject matter but different teaching resources so that the comparison focused on the instructional approach being employed.

Contextualization permits learners to relate social concepts to local environments and familiar public issues. Druker-Ibáñez and Cáceres-Jensen (2022) discussed the inclusion of indigenous and local knowledge in educational contexts. In the present study, broadcast-media content was treated as a source of contextual examples, but whether the conceptual-understanding assessment detected an advantage was an empirical question to be answered by the pretest and posttest data.

Student engagement, skills, and values formation

Engagement is associated with learners' involvement in educational tasks and opportunities for collaborative learning. Barratt and Duran (2021) examined engagement in online distance learning, and Mundelsee and Jurkowski (2021) addressed collaboration and classroom participation. Their findings offer a rationale for pairing audiovisual presentations with discussions, role plays, writing tasks, and other activities requiring students to apply rather than merely view information.

Skills relevant to Araling Panlipunan include critical and creative thinking, communication, collaborative work, and the expression of evidence-based judgments about social issues. Aguimlod et al. (2023) discussed learning interest in Social Studies, and Galamay et al. (2025) linked engagement in the subject to academic performance. These studies help explain why the thesis assessed a wider range of classroom outcomes than conceptual-understanding test scores alone.

Values formation addresses the ways students interpret civic duty, respect, justice, national identity, and other ethical dimensions of social experience. The impact of teaching materials on such outcomes cannot be inferred from viewing frequency alone; it must be assessed through specified learning activities and criteria. The thesis therefore evaluated performance tasks using rubrics and treated values formation as an outcome distinct from conceptual understanding and skills (Ofiaza, 2023; Sardido et al., 2024).

Challenges, learner agency, and responsible media use

Not all learners enjoy equal access to digital learning materials. Shoufan and Mohamed (2022) described different educational affordances of YouTube, while Abubakar et al. (2025) discussed technology-adoption and implementation challenges. Infrastructure, available devices, and connectivity influence whether students can access a lesson at the moment it is needed and whether home study can continue smoothly.

Media-rich resources may also create cognitive and attentional challenges. Fyfield et al. (2022) examined instructional video design considerations, and Le et al. (2025) explored video features associated with YouTube engagement. In the thesis setting, students' accounts of confusing, potentially misleading, or distracting material provided an important counterpoint to the reported accessibility of media-based learning.

The literature therefore supports a conditional rather than absolute case for the use of television and YouTube: instructional quality depends on selection, authenticity, access, student participation, and teachers' mediation. These considerations align with the thesis's mixed-methods design, which placed scores and comparisons alongside students' explanations of how media were accessed and used (Cutajar, 2021; Garcia-Acojido, 2021).

Theoretical orientation and conceptual framework

The thesis was grounded in Albert Bandura's Social Learning Theory, interpreted through attention, retention, reproduction, and motivation. Under this orientation, televised and online models can invite attention and supply examples that learners remember and apply. Firmansyah and Saepuloh (2022) discussed social learning through cognitive and behavioral perspectives; the present study used this orientation to interpret, rather than predetermine, learning outcomes.

The original conceptual paradigm organized three sets of inputs: conceptual understanding before and after the intervention, post-intervention skills and values formation, and students' challenges and opportunities in accessing broadcast media. The research process linked these inputs to a proposed instructional material. Figure

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1 reproduces these source-defined components and their relationship; it is a legible reconstruction of the thesis's original Word drawing objects rather than a newly proposed theoretical model.

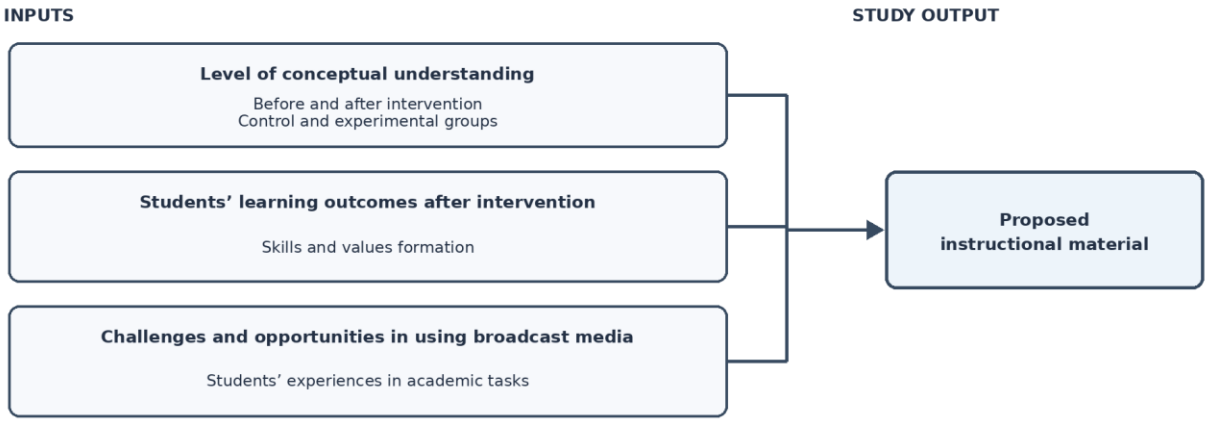


Figure 1. *Conceptual paradigm of the study*

METHODS

Research Design

The study employed an explanatory sequential mixed-methods design. The quantitative phase used a quasi-experimental, nonrandomized control-group comparison to assess Grade 7 learners before and after instruction. The qualitative phase used descriptive interviews to elaborate on experimental-group students' experiences with television and YouTube. The study did not report random assignment to the two intact classes.

Research Locale

The research was conducted at Cararayan National High School, Naga City, Camarines Sur, Philippines, during the third quarter of School Year 2025–2026. The subject was Grade 7 Araling Panlipunan, focusing on the Philippines and Southeast Asian Studies. Instruction was delivered through the school's regular class sessions.

Participants and Sampling Technique

The participants were 37 Grade 7 students from two heterogeneous intact classes. The control group comprised 18 learners from Grade 7–Masipag (8 boys and 10 girls), while the experimental group comprised 19 learners from Grade 7–Magiting (6 boys and 13 girls). The study was delimited to these two sections; therefore, participant selection reflected the available classes rather than probability sampling. Ten volunteers from the experimental group (3 boys and 7 girls, ages 11–13 years) participated in the interview phase.

Research Instrument

Data-gathering tools included curriculum-aligned pretests and posttests derived from Department of Education teacher and learner materials, researcher-prepared semi-detailed lesson plans, performance-task assessment rubrics, and interview guide questions. The lesson plans covered the same subject matter while varying the teaching resources used. Rubrics evaluated skills and values formation using tasks including performance, creative writing, and other classroom outputs. The adviser, thesis panel, and a master teacher reviewed and validated the instruments, as reported in the thesis.

Data Gathering Procedure

The researcher obtained permission from the graduate school and the school principal, explained study procedures, and secured student assent and parent or guardian permission. Both classes completed the pretest.

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During the third quarter, the control group used conventional textbooks, while the experimental group received lessons supported by television and YouTube. Instruction followed three weekly meetings: 90 minutes on each of the first two days and 45 minutes on the third. The researcher administered performance tasks and rubrics and conducted the posttest at the quarter's end. Subsequently, 10 experimental-group learners joined recorded interviews about the challenges and opportunities they experienced when using broadcast media for academic tasks. The researcher then collated and analyzed both types of evidence.

Data Analysis

Descriptive analysis used means, standard deviations, frequencies, and percentage distributions to summarize conceptual-understanding and performance outcomes. Paired-samples t tests evaluated pretest–posttest changes within each group. Independent-samples t tests compared post-intervention skills and values-formation scores between the groups, using a .05 significance threshold. Interviews were transcribed and analyzed using the six-phase thematic approach described in the thesis, including familiarization, coding, theme identification and review, and thematic reporting. The study used the qualitative findings to explain students' experiences, not to calculate additional numerical effects.

Ethical Consideration

Institutional and school permissions were secured. Participants were informed of the purpose and procedures, and the thesis documented voluntary student assent and parent or guardian consent, as well as confidentiality measures. Interviews were conducted with students who volunteered, and the recorded material was used to support research analysis. The procedures recognized the participants' status as minors and maintained the distinction between normal classroom assessment and participation in the research.

RESULTS AND DISCUSSION

Conceptual understanding before and after instruction

Table 1 consolidates the original thesis's conceptual-understanding findings. In the control group, the mean changed from 11.67 (SD = 2.61) to 11.72 (SD = 2.78), a difference of approximately 0.05 points. The paired-samples result, $t(17) = 0.068$, $p = .947$, did not indicate a statistically significant change. Before instruction, 13 of 18 students (72.2%) were classified as fairly satisfactory and five (27.8%) as satisfactory; after instruction, the categories were evenly divided (nine students each).

The experimental group recorded a pretest mean of 12.37 (SD = 2.87) and a posttest mean of 13.74 (SD = 3.60). Its distribution shifted from 10 fairly satisfactory, eight satisfactory, and one very satisfactory before instruction to seven fairly satisfactory, 11 satisfactory, and one very satisfactory after instruction. Although the descriptive average increased by 1.37 points, the paired comparison was not statistically significant, $t(18) = 1.779$, $p = .092$. The evidence therefore does not justify stating that the broadcast-media intervention produced a statistically established gain in conceptual understanding.

Table 1. *Conceptual-understanding pretest and posttest findings by instructional group*

Group (n)	Pretest M (SD)	Posttest M (SD)	Paired t (df)	p value
Control (18)	11.67 (2.61)	11.72 (2.78)	0.068 (17)	.947
Broadcast media (19)	12.37 (2.87)	13.74 (3.60)	1.779 (18)	.092

The absence of statistically significant within-group changes contrasts with broader discussions of audiovisual resources as potential aids to comprehension. The finding reinforces Cutajar's (2021) emphasis on the critical interpretation of media content: appealing historical images or video can support instruction, but exposure alone should not be treated as evidence of conceptual mastery. It also suggests that improved conceptual-understanding outcomes may require additional analytical questions, formative checks, and opportunities to relate historical narratives to the curriculum (Flores & Flores, 2023; Olson & Mathé, 2023).

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Skills and values formation after the intervention

Table 2 reports the original assessment-rubric outcomes and between-group tests. The control group received a skills mean of 35.33 (SD = 2.03), compared with 37.63 (SD = 1.50) for the broadcast-media group. The independent-samples test was statistically significant, $t(35) = 3.934$, $p < .001$ (reported as $p = .000$ in the thesis). The original thesis described the majority of control-group learners and all experimental-group learners as attaining an outstanding level of skills.

Values formation showed a similar direction, although the group difference was smaller. The control-group mean was 25.50 (SD = 3.43) and the experimental-group mean was 27.63 (SD = 2.48). The independent-samples result, $t(35) = 2.174$, $p = .037$, reached the .05 significance threshold. Both groups were characterized as generally outstanding, with 16 of 19 (84.2%) experimental-group learners in the outstanding category and three (15.8%) in very satisfactory.

Table 2. *Post-intervention skills and values-formation outcomes*

Outcome	Control M (SD)	Broadcast-media M (SD)	Independent t (df)	p
Skills	35.33 (2.03)	37.63 (1.50)	3.934 (35)	< .001
Values formation	25.50 (3.43)	27.63 (2.48)	2.174 (35)	.037

These results indicate significant differences in rubric-assessed skills and values formation, with higher scores in the experimental class. They do not, however, establish the same pattern for conceptual-understanding tests. This difference in outcome types is educationally important: audiovisual materials can be combined with role plays, essays, slogans, poems, editorial cartoons, and classroom dialogue in which learners express critical and creative thinking and civic values. Studies concerning learner participation and varied instructional resources provide a reasonable interpretive context for these results (Mundelsee & Jurkowski, 2021; Aguimlod et al., 2023; Galamay et al., 2025).

As the groups were intact classes and the study did not document random assignment, the observed differences should be interpreted as associations within the study's quasi-experimental setting rather than definitive causal estimates. Furthermore, performance-task ratings and written conceptual-understanding tests measure different competencies. Maintaining this distinction avoids interpreting a statistically significant result in one domain as universal evidence of improvement across all learning outcomes.

Students' challenges in accessing and using broadcast media

Analysis of the 10 interviews produced three challenge themes: limited signal and weak internet connection; difficulty understanding content or confusion; and academic distraction. Connectivity problems reduced learners' ability to access materials consistently. For example, Participant 5 reported that weak internet made resources slow to load and difficult to open. This concern reinforces the practical need for offline-ready materials or teacher-provided alternatives, particularly in less reliably connected households (Abubakar et al., 2025).

Content confusion included misleading, incomplete, or conflicting online explanations. Participants described encountering videos that presented uncertain social or political information and difficulty reconciling content with classroom lessons. Participant 10, for instance, reported confusion when a different topic seemed to use the same picture as the lesson. Guided media literacy and source checking are therefore integral to the educational use of broadcast content, especially for historical and civic topics (Cutajar, 2021; Shoufan & Mohamed, 2022).

Academic distraction arose when entertainment videos, reels, and other activities diverted time and attention from assignments. Participant 5 described becoming engaged with Facebook or YouTube videos instead of completing academic work. This finding illustrates the distinction between access to an audiovisual platform and purposeful learning. Teachers may reduce such difficulties through predefined clips, focused viewing questions, and time-bound classroom tasks (Fyfield et al., 2022).

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Students' opportunities and proposed instructional material

Three opportunity themes complemented the challenges: enhanced access to real-world information; accessibility and ease of use; and use of media in crafting or enriching instructional materials. Participants valued the possibility of reviewing topics, searching for additional explanations, and seeing examples beyond textbooks. Participant 3 described using YouTube to clarify a lesson that was not fully understood during classroom instruction. These accounts illustrate perceived benefits rather than independently measured improvements in learning outcomes.

The opportunities also linked historical and civic concepts with multimedia representations of public affairs, culture, and social experiences. Literature on YouTube in education describes the accessibility and versatility of video content (Cholik et al., 2023; Shoufan & Mohamed, 2022), while work on digital engagement cautions that presentation features should be selected to serve, rather than displace, the learning objective (Le et al., 2025). The student interviews pointed toward a balance of instructional richness, accessibility, and critical examination.

Table 3. *Themes derived from experimental-group interviews*

Dimension	Theme	Illustration reported in the thesis
Challenges	Weak signal and internet	Interrupted loading and limited access to online lessons
Challenges	Content confusion	Uncertain or conflicting information encountered in videos
Challenges	Academic distraction	Entertainment videos and reels displacing study time
Opportunities	Real-world information	Access to contemporary examples and supplementary information
Opportunities	Accessibility and ease of use	Ability to search for and review explanations
Opportunities	Instructional-material preparation	Use of video content as support for class tasks and lesson materials

In response to the combined results, the researcher developed an Araling Panlipunan instructional booklet incorporating television and YouTube resources and the lessons from students' reported experiences. The proposed material was intended to help teachers deliver accessible, engaging, and context-responsive lessons while addressing unreliable connectivity, questionable content, and distraction. The booklet was an output of the study; the thesis did not report a separate evaluation of its effectiveness or sustained implementation.

Integrated interpretation and study limitations

Taken together, the quantitative and qualitative strands suggest that broadcast-media-supported lessons were associated with higher skills and values-formation ratings in the experimental group but not with a statistically significant change in conceptual-understanding scores. Students' accounts offer plausible educational explanations for both the advantages and the limits of televised and online content. Social Learning Theory provides an interpretive language for attention, retention, reproduction, and motivation, but the data do not directly test all four theoretical processes (Firmansyah & Saepuloh, 2022).

The study was restricted to 37 students in two intact classes from one school, and its qualitative strand included 10 volunteers from the experimental group. Inferences should therefore be limited to this context. The thesis did not provide evidence of random assignment or an independent evaluation of the proposed booklet. Follow-up investigations could address these limitations through broader samples, baseline-equivalence checks, standardized assessment tools, longer exposure, and implementation evaluation without diminishing the local descriptive and interpretive value of the present findings.

CONCLUSION

The study found no statistically significant pretest–posttest change in conceptual understanding for either the conventional textbook group or the television-and-YouTube group during the third quarter of School Year 2025–2026. Although the experimental group's mean increased descriptively, its p value did not meet the study's

.05 criterion. Conceptual understanding should therefore not be described as conclusively improved by broadcast-media exposure on the basis of these data.

In contrast, the experimental group attained statistically higher post-intervention rubric scores for skills and values formation than the control group. Interviews showed that learners regarded broadcast media as an accessible source of supplementary and real-world learning materials while identifying connectivity problems, content confusion, and distraction. The findings support a carefully mediated, curriculum-aligned use of broadcast media in Araling Panlipunan, with attention to accessibility and information quality. The proposed instructional booklet translates these local insights into a practical resource, but its educational effectiveness remains to be evaluated.

Recommendation

Araling Panlipunan teachers may integrate short, vetted television and YouTube materials with guiding questions, historical-source checks, discussions, and authentic performance tasks. Lessons should make explicit connections to Grade 7 curricular competencies and avoid replacing direct explanations or learner reflection with uninterrupted video viewing. Where internet service is unreliable, advance downloads or alternative offline materials should be prepared.

School administrators and instructional leaders may support training in media selection, fact-checking, performance-rubric development, and responsible student use of digital platforms. The proposed booklet can be reviewed for usability, curricular alignment, accessibility, and cultural relevance before wider implementation. Students may be guided to distinguish credible educational sources from misleading content and to manage online study time.

Future studies may involve additional schools and larger samples, examine comparability of groups before intervention, apply consistent and validated learning measures, and evaluate the proposed instructional booklet in practice. Longer-term research may explore whether repeated guided exposure affects conceptual understanding and whether skills and values-formation gains persist beyond the assessed instructional period.

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