



LEVEL OF ACCEPTABILITY IN THE DEVELOPED TWISTER GAME IN TEACHING ARALING PANLIPUNAN 8

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Abstract

This paper aimed to find out if the Level of acceptability in the developed twister game can use as a learning method in teaching Araling Panlipunan 8 (World History). It reviewed articles from the year 2013-2021. This paper viewed the focus of using game-based as a learning tool in teaching Araling Panlipunan 8 (World History). This paper revealed that there are high chances that students' academic performance will improve if they will use developed twister game as a learning method.

Keywords: Developed, twister game, teaching Araling Panlipunan

INTRODUCTION

Acceptability in the developed twister game in teaching Araling Panlipunan 8 (World History) is a good way to increase the level of attentiveness of student in such subject matter. Using simulation game techniques in teaching makes the environment of the classroom more lively and engaging to students. Simulating the instructions of the game while learning the topic help students engage more with the lesson. They easily absorb what you are teaching if they full attention to you.

Student says that social studies are a boring subject, but they didn't know that there is no boring subject just a boring teacher is. How could it be, if the teacher use a teaching strategy to gets his/ her students attentiveness they wouldn't say that Araling Panlipunan 8 (World History) is boring subject.

This paper is aimed to find out on how really the developed twister game enhances the level of attentiveness of students in classroom discussion.

DISCUSSION

Acceptability of Developed Games in Teaching

Developed games in upgrading the level of teaching in subject like Araling Panlipunan 8 (World History) gives satisfaction that student learn easily if they enjoy the lesson.

According to Angela Mae S. Castro,(2020) in her research about Simulation Games Techniques and Lecture Method in Teaching Araling Panlipunan, the articles result showed that using the stimulation games techniques in teaching Araling Panlipunan is way better than using the basic lecture method. Students of Araling Panlipunan are more engage with this teaching strategy. In addition to that in the article of Jerzy Janiec (2015) in titled Use of Gamification in the IB History Class and as a Tool for Form Teacher, New Empirical Research and solution show how does the gamification approved to use in teaching history class. This showed that result of research give accomplishment regardless with the new teaching method such as, gamification.

Veny Rose Garcia-Acojido (2021) published a journal about Merits And Demerits of Araling Panlipunan (Social Studies) Teachers in Using Instructional Resources. The journal site that the merits and demerits re the strength and weakness of Araling Panlipunan teachers in teaching social studies.

Gamification In History Learning As An Effort To Answer The Challenges In Facing Industrial Revolution 4.0 article of Oka Agus Kurniawan Shavab (2018) showed that gamification is success method in teaching student in history class. The article emphasis the way on how gamification will use as a learning method to fill up the curiosity of student. In addition to that based on the article Acceptability of the Instructional Material "The Power of Ten Game" of Potenciano Cante jr. (2017) it is highly accepted to use the game as a tool of learning. The article showed how the game being accepted to use as a learning method to enhance the vocabulary of students.

The article Effects of Studying by using Augmented Reality Textbooks and Cooperative Learning, Jigsaw Technique in Social Studies Religion and Culture Subject to Enhance Problem Solving Abilities of Matthayomsuksa 1 Students of Puntipa NUSUETRONG, Anirut Satiman (2018) revealed that using jigsaw technique in enhancing the problem solving abilities of students in subject Social Studies (Araling Panlipunan) gives a satisfactory to use the techniques. The article showed that the learning level of solving problem abilities become higher at result in a positive outcomes. In addition to that Nancy B. Sardone Ph.D. (2017) published the article Using Games, Comic Strips, and maps to enhance Teacher Candidates' E-Learning Practice in the Social Studies. The study showed that using the said tools to enhance learning of student is more recommended than the usual lecture method. The article aim that teachers will use the developed learning strategy for the students' full attention in discussion.

In the article *Developing Modified Twister Game to Improve The Ability of Group B Children to Recognize The Concept of Geometric Shapes* article published by Rachma Hasibuan , Nur Ika Sari Rakhmawati (2017). The study revealed that to improve the learning ability of a child is need to use new develop learning strategy like the game twister. The researcher aim to let teachers improve their learning strategy to be able for a child improves also their ability. In addition to that Miran Sakhatov (2019) published the article *Didactic Games As One Of The Forms Of Organization Of Cognitive Activity Of Students In History Lessons In High School*. The researcher revealed what is a didactic game in terms of educational purpose. The article showed that didactic games can be used as a learning strategy to teach history class.

Polona Jančič (Faculty of Education, University of Maribor, Maribor, Slovenia) and Vlasta Hus (Faculty of Education, University of Maribor, Maribor, Slovenia) (2018) published the article *Teaching Social Studies with Games*. The research revealed that students more likely the game-based learning in Social Studies (Araling Panlipunan). The article showed that Social Studies (Araling Panlipunan) teachers rarely used this method in teaching they prepared the basic teaching method wherein student barely interested with the discussion. In addition the article *Learning with Games: An Analysis of Social Studies Educational Games and Simulations* are published by Charles, Cheryl L., Ed.; Stadskev, Ronald, Ed (1973). The article revealed about the different educational games and their descriptions that can be used to teach students like in the Social Studies (Araling Panlipunan) subject. The article showed the flow of the games when it will be used to teaching in actual classroom.

The Effectiveness of Flipped Classroom Environment in Improving Learners' Academic Achievement in Araling Panlipunan an action research by Mariel Gia V. Gojo Cruz (2018). The researcher of the article aimed to show how the learning method helps teachers of Araling Panlipunan encourage their students to participate and have interest in learning the subject through the use of flipped classroom. The research showed that using flipped classroom in improving learners' academic is highly effective and can be recommended.

Using Social Impact Games (SIGS) to Support Constructivist Learning: Creating a Foundation for Effective Use in the Secondary Social Studies Education is an article published by Beverly Ray, Caroline Faure and Fay Kelle (2013). The researcher showed in the article how the Social Impact Games evaluate to prove it's important in teaching Social Studies (Araling Panlipunan). The researcher aimed to tell the audience that using Social Impact Games in teaching can enhance students learning knowledge and skills.

CONCLUSION

Using stimulants strategies like the said concepts engage students to participate in discussion with the teacher engrossed students attention fully. Developed game like

twister may be a sample with regards of the stimulant strategies that can be used in teaching Araling Panlipunan.

I could conclude that teachers who don't out of their comfort zone of teaching makes the subject itself boring like in the Araling Panlipunan students find it boring because of the way of teachers learning method. In today's era wherein students are more engage with the different things they are expecting the wide explanation with the lessons not only the basic way of learning. Using the games to execute your lessons will get your students attention. in the article of Venus F. Baliling,(2020) in Multiple Intelligences Strategies in Teaching Araling Panlipunan among Public Secondary Schools in the City Division of Tabuk, Kalinga, the article found out that using multiple intelligences in teaching Araling Panlipunan is more effective to used. Article found out that the Araling Panlipunan teachers are become moderately effective in teaching when using multiple intelligences strategies. I could say that it is way similar with the approach in using game based learning as a strategy of teaching you students. Using developed game such as game twister is highly recommended to achieve higher number of students participation in discussion, and we can say that students learning while enjoying the subject Araling Panlipunan. And with those students who say that the subject is boring will be lessen.

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