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MULTIMEDIA-BASED INSTRUCTION IN ARALING PANLIPUNAN: A PHENOMENOLOGICAL LIVED EXPERIENCE

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Abstract

Multimedia-Based Instruction (MBI) motivates and boosts the learning interest of Grade 8 pupils in Sta. Ana National High School, Tagoloan, Misamis Oriental, Mindanao, Philippines. Through this strategy, social studies becomes interactive. Videos, pictures, graphics, and relative teaching aids make social studies challenging and interesting. MBI is a paradigm shift to the non-traditional critical and reflective teaching-learning classroom environment. MBI in the social studies subject yielded very high results. The phenomenological ethnographic recording is accounted for in the thematic lived experiences when guided by the PERT-CPM (Program Evaluation Review and Technique—Critical Path Method) in the attainment of the OBTLP (Outcomes-Based Teaching Learning Plan). Total Quality Management (TQM) is at stake.

Keywords: Multimedia-Based Instruction

Introduction

Multimedia-Based Instruction (MBI) is an academic concept. It delved into the context that classroom instruction was facilitated through multimedia (Gomez et a.., 2025c). The tacit knowledge and skills are dictated by the motivation and interest of the pupils. Extrinsic and intrinsic motivation are boosted through the 'magis' of the multimedia infrastructure (Gomez et al., 2025 a & e). It directs and energizes academic learning and professional paths (Gomez et al., 2022; Tashlanovna, 2022). Unfortunately, the traditional methods, approaches, and strategies in social studies regard Araling Panlipunan, or social studies subjects, to be uninteresting (Crisolo et al., 2021). With the use of the print and non-print media, the interest of the pupil sparks. Moreover, in the Boomlets generation Z, the presence of multimedia gadgets such as personal computers (PCs), desktops, laptops, tablets, cellphones, and relative hardware thereto made social studies interesting, like food for the hungry pupils (Gomez, 2025e).

This subject's emphasis on history, economics, and politics, as well as government, the Constitution, and society. As a result, learners' response learning is directly influenced by their interest. The pedagogy, learning performance, and their interactions with their teachers became dramatic (Gomez, 2025d). Their responsiveness and the way the course is organized, the likeability/concern, and their learning performance—nearly all skills are driven by abilities (Montag et al., 2024). The multimedia, both printed and non-printed materials, made the teaching-

learning environment alive. No one feels bored, and everybody becomes productive during the period of teaching and learning (Gomez et al., 2025f).

Information, routines, and attitudes are developed during the educational process (Gomez, 2025b). Several characteristics, including interests, favorable psychological aspects, motivation, attitudes, discipline, and others, are necessary to produce positive learning results (Herpratiwi et al., 2022). And multimedia infrastructure esteemed that interest, especially for those belonging to the Boomlets generation Z.

The specific skills needed to teach social studies are communication, logical and critical thinking, and being conversant and articulate in research (Gomez, 2025d). And these skills are demonstrated in concrete ideas in map reading, presentation, analysis, and interpretation of the qualitative and quantitative data gathered and collected (Gomez, 2025e). These skills must be fortified by the tacit knowledge in social studies so that when hands-on multimedia is used, the classroom discourses become critical and reflective (Gomez, 2025d).

Another skill needed in social studies is learning to appreciate primary and secondary sources of data. Wherein the demonstrative knowledge is needed. Informed and manipulative thinking skills strategize the tactical know-how in geography and world history (Gomez et al., 2025a). It would translate abstract concepts into concrete trends and issues of the time and space; the landscape in the changing world is true to life. It would work best to integrate interactive curriculum into two issues that teachers of social studies are concerned about: the teacher and the pupils study plan (Kelly, 2021; Gomez, 2021). The junior high school social studies curriculum is integrated to help pupils learn the social science ideas that are essential to daily life (Gomez, et al., 2022). Unfortunately, there are many obstacles to learning social studies, one of which is the lack of interest and enthusiasm on the part of the pupils. Learners are unable to understand the value of social studies as a result (Wijanarko et al., 2020). And therefore, with the aid of the multimedia, it would make social studies challenging and interesting.

The use of educational videos in teaching social studies has been shown to enhance learning interest and improve academic performance because videos provide a visual and interactive way for students to learn and retain information (Mantog et al., 2023). Similarly, using online resources, such as interactive websites and educational apps, can enhance learning interest by providing an engaging and interactive way for students to learn and explore the subjects and the topic (Haleem et al., 2022).

Interactive websites and educational apps can also be customized to fit individual students' learning styles and needs. Incorporating multimedia presentations in lessons was also seen to provide the same benefit (Gomez et al., 2023). Multimedia presentations provide a visual and interactive way for students to learn and enhance their understanding of the subject and increase their motivation to learn (Abdulrahman, 2020). So, the skills of the teacher in visualization and audio sourcing are critical.

In addition, gamification elements can be incorporated into multimedia-based instruction to enhance learning interest. Gamification involves the use of game-like elements, such as point systems and rewards, to motivate and engage learners. Related literature and studies revealed that gamification can enhance learning interest and improve academic performance (Rodrigo et al., 2020). Finally, social media can be used as a tool or platform to enhance multimedia-based instruction and learning interest through developing camaraderie, communicating, commenting,

dissenting, sharing, collaborating, and relative thereto (Gomez et al., 2025 a & e). Therefore, an Institutional Learning Management System (ILMS) is needed as a platform.

Social media can provide a collaborative and interactive way for students to learn and share knowledge (Ansari et al., 2020; Gomez et al., 2025 a & e). The use of social media in teaching can enhance students' engagement and interest in various subjects (Alalwan, 2022; Gomez et al., 2021, 2022). Incorporating multimedia-based instruction strategies, such as the use of educational videos, online resources, multimedia presentations, gamification elements, and relative thereto, enhances learning interest in various subjects (Haleem et al., 2022). These strategies provide an engaging, interactive, and meaningful way for students to learn and apply their knowledge in a more fun way (Mantog et al., 2023; Gomez et al., 2025, a & e).

Thus, this research aimed to determine how and why multimedia-based instruction motivates the Grade 8 learners in studying and learning concepts in Araling Panlipunan (Social Studies) in Sta. Ana National High School, Tagoloan, Misamis Oriental, Mindanao, Philippines.

Methods

The researcher employed a phenomenological, ethnographic, and anecdotal recording approach with a thematic arrangement of facts during the participatory observation through FGD and immersion. A total of 101 Grade 8 pupils participated directly in the study. The participant observer observed within eighteen (18) months during their social studies period. The privacy law and the ethical standard were rigorously observed. Likewise, the deontological behavior was utmost respected according to their normative action.

The participant and the participant researcher immersed themselves during the schedule of the subject, and a planned FGD was also done for an in-depth sharing and discourse about the topic scheduled in the lesson plan. The bulk of recorded behavior was thematically arranged according to themes and sub-themes, and significant statements of the participant were coherently explained and discussed according to the objectives of the study. Then, come back to the participant for the confirmatory segment and its finality for the decision being made and done.

Results and Discussions

During the eighteen (18) months of participatory observation made in the social studies Grade 8 pupils in Sta. Ana, Tagoloan, Misamis Oriental, Mindanao, Philippines. The following main themes, sub-themes, and significant statements were extracted, observed, and noted below:

Multimedia. During the course of the discourses, this 'concept' is repeatedly mentioned as an infrastructure that facilitates the software from "hardware" through computers, smart TVs, and relative thereto. It was also understood that it integrates "software" through the program. Wherein it involves an integrative medium of communication, whether printed or non-printed media. As observed by the participant of the study, the classroom is equipped with the multimedia infrastructure. The traditional and the non-traditional media materials are present in the teaching-learning environment. However, most often they are using modern technology such as smart TVs with multi-function television sets, desktops, and laptops. Sometimes there is connectivity, but most of the time the Universal Serial Bus (USB) was utilized and programmed into apps for the facilitation of the instruction. Thus, the participant said, to wit:

… Kaniadto nga wala pa gyud kami TV dili mi ka kita sa mga gi ingon ni 'teacher'
pero karon kung unsa ang gi ingon kang 'teacher' amo na gilayon makit-an tungud kay naa

naman TV kami karon. Ug bag-o usab among TV sa school naa usab 'laptop,' 'desktop' ug LCD si teacher usab naay laptop ug pwedi man pud nga gamiton. Ang among TV pwedi gamitan ug cellphone ug USB busa lingaw na gyud kami kaayo. Matingala gani mi nga si teacher mo sulat diha sa TV karon.

[before we don't have the TV we cannot see what our teacher have said but now what our teacher is saying we can see already because we've now the TV. And our TV is new own by the school and we've desktop, laptop and LCD our teacher has a laptop and we even use it. The TV we've can be even used through the USB and it is now fun for us. We are even surprise that our teacher is writing on the TV now]

As said by the pupils above they are moved by their intrinsic desire to have the Smart-TV which they directly understand the explanation and discussions of the teacher regarding the topic being facilitated in the social studies subject through videos, landscape and the graphics visualization. During the FGD, the pupil talks about the cognitive load when they experienced during the social studies subject nothing to be seen and heard. Messages conveyed in text, audio, videos, images, graphic animation and relative platforms especial to mention is the interactive application are multimedia platform needed in social studies to concretized places, peoples, events and the interaction in the borderless society.

This would mean further that Multimedia-Based Instruction (MBI) pupils are intrinsically motivated. As observed during their activity, they become productive. However, the 101 participants in the Grade 8 pupils in Sta. Ana National High School, Tagoloan, Mindanao, Philippines, their limited understanding about the community made them strangers to the land, people, events, and interactions of people in a socially constructed society. Therefore, they need the multimedia to relate this in their experiences to become a laboratory of life. So, it is nice to prepare the pupils learning in the classroom before they will be tempered and tested by experience in their own community (Gomez et al., 2023). Therefore, the instilling and inculcating of the value system of the learner formally molded in the school as shaped in the family was reinforced.

So, this time multimedia becomes the instrument that can prototype the true-to-life situations. It has been said by the participant during the FGD, they said, and to wit:

... anindut kaayo kung naa gyud tay 'Smart-TV' kay ang dili natu ma kita sa atong palibut atu gyud tong makit-an sa 'TV' ug murag tinuud gyud. Sa amo wala gyud mi 'TV' hinuun maka kita man ko ug tinuud kyud nga baka, cabaw, kanding, langgam ug uban pa nga naa sa atong palibut. Pero lahi gyud ni kung naa tay 'Smart-TV' kay ang makita ta sa laing lugar atu na lamang makit-an sa 'TV.' Karon makita gani natu sa atong cellphone.

[it is pretty nice that we've already the Smart-TV because those we cannot see in the other place or in our surrounding se can see it in the TV and as if is true. At home we don't have the TV but we can see the actual cow, Carabao, goat, birds and others that can be seen within our surroundings. But, it is different when we've the Smart TV because those we can see in the other places we can see it in the Smart-TV. Now, we can even see in our cellphone]

As mentioned above, the participant is telling the truth during the FGD, and the conversation is being made by the participant observer. Note that even in our technocratic environment, we still have pupils (classmates) who don't have the multimedia. And therefore, pupils have an opportunity to see the world. It would further mean that we can make the world a global village. The places, people, events, and interactions in the foreign land are connected, and there are no more boundaries. No more land, water, or socially constructed divides. It is said that

we are now living in a borderless society. If one has the multimedia, the decay of time and space is possible. One can talk, communicate, and visit other places through virtualization. That's what makes social studies challenging and interesting.

Multimedia-Based. It was seen in the theme that the facilitation of instruction is mainly used within the multimedia infrastructure. Meaning, the desktop, laptop, and relative gadgets are structurally structured multimedia infrastructure. The phenomenological, ethnographic, and anecdotal recording revealed a thematic idea that teachers in social studies Grade 8 pupils had their own internet connectivity with multimedia-structured classroom teaching and learning processes. As they flattened the classroom with social studies sources from the internet, they could traverse no boundary. As observed, they were using the PowerPoint Presentation (PPP), and with the subscript or superscript on the hyperlink, one will be directed to the prepared presentation in the video and audio presentation. Participant observers have seen that pupils are following the LINK given on the PPP, YouTube, cinemas, and Netflix. And listening to the participants, they said, to wit:

> *…. ganahan gyud ko kay dali na lang kaayo masabtan ug mo adto sa 'link' bahin sa 'topic' nga gi hatag kang 'teacher.' Usahay si 'teacher' mo 'discuss' sa amoa human sa iyang pag 'discuss' si 'teacher' mo hatag dayun siya sa among tan ayon nga salida. Sama sa nag 'discuss siya bahin sa 'ice-age' iya dayun kami gi ignan nga papanan-aw kamo. Nindut kaayo ug sayun masabtan labi na gayud bahin sa big bang 'theory' ug 'Planetesimal theory.' Dili gyud ko maka too.*

> *[I like it; it is easy to understand and go to the link about the topic that was given by the teacher. Sometimes, the teacher will discuss to us after the discussion the teacher will give to us the show to be seen. Like the discussion we've made on the 'ice-age' after we are told to watch. Beautiful and it easy to understand especially on the Big Bang theory and the Planetesimal theory. I cannot believe it]*

Looking at the theme mentioned above the significant statement "I like it; it is easy to understand and go to the link about the topic" is really understood that one will have the multimedia. The topic being presented with the LINK will continuously supports the show to be watch on the next LINK. The hyperlink as said in the Information Communication Technology (ICT) allows one to see, connect and explore information relevant to the topic being presented. So, if it is a Multimedia-Based Instruction it will promote deeper understanding and outcomes-based. So, pupils will become independent learners. 'You' learn as 'you' watch and if there are unexplained or doubting topics the hyperlink will provide for one to be clarified. Especially on the different applications now available in the multimedia for Artificial Intelligence (AI).

Multimedia-Based Instruction. The bulk of the documents mentioned by the 101 social studies Grade 8 participants corroborate all together that the subject of their teacher was mainly facilitated through the infrastructure: desktop, laptop, and the Smart TV conNETed to a well-prepared and organized teaching lesson plan. Thus, the Grade 8 pupils are very participative, and their participation, retention, and survival rate during the social studies subject, as observed, are very high, as corroborated by the study of Abdulrahman (2020). For 18 months of being silently watched by the participant observer, dissent that *"no amount of 'time and space" makes the subject become boring; in fact, they observed that pupils are very busy in their 'journal notes,' 'portfolio,' and their weekly activities."* The teacher, when observed, *"becomes a facilitator, coach, and mentor that supervises instruction in the traditional classroom." They are* very fortunate that the present Grade 8 pupils in Sta. Ana received this kind of method, approach, and strategy in the classroom.

As they were observed, the 101 Grade 8 pupils were busy cutting, pasting, and forming their abstracts from the printed materials taken from their desktops. They were making collages as they were instructed by their teacher through their prototype lesson plan. Pupils are very responsible and independent in their teaching-learning process. According to the teachers, "*I am no longer doing the traditional way of teaching social studies because of the availability of the technology in the classroom. And, besides, we can even have our virtual educational tour and the educational apps for social studies where we can do the interactive in the National Geographic* apps."

Multimedia Usage. Sorting the pages and lines of the documents, another main theme, sub-themes, and significant statement was seen: the utilization of desktops, laptops, and relative gadgets thereto. The observance of the delivery of the teaching-learning process in social studies subjects is very cultured and educated. However, in the Grade 8 pupils in Sta. Ana National High School, Tagoloan, Mindanao, Philippines, there are still pupils who don't have their personal gadgets that can support the social studies subject facilitation, especially when work activity and assigned tasks are to be done with the aid of the multimedia infrastructure.

Listening again to the phenomenological experience of the 101 social studies participants at Sta. Ana National High School in Tagoloan, Misamis Oriental, Mindanao, Philippines, they said, and to wit:

> *... na ambut gyud kay kung maka open na gani ko sa akong "cellphone, desktop and even laptop" ma una man gyud mo abli ug mo tan-aw sa akong Tiktok adtu dayon sa Facebook ... ug kung ang akung mga "friends online" naa! diha na dayon ko madugay ... tungud kay adtu man dayon ko sa 'messenger…' 'then, do the' chika tungud kay na andan ko nga makig chika diha sa online messenger ... mga lagyu man gud sila nag puyo nga dapit… hantud mahurut and akong oras sa akong 'klase'. Kapoy na kaayo ang akung lawas ug labad na ang akong ulo.*

> *[I don't know because when I open my cellphone, desktop and even laptop I even enter first; open and see to my tiktok and then to Facebook… if my friend are online that is the reason I stayed longer ... I go to the messenger ... then do the "chika" . . . I used to communicate with them in the online messenger . . . they are living in a distant place… then, I have lost my time to my class / instruction because I have already bodily fatigue, feel of dizziness and mentally saturated.*

The management of time and even the objective or purpose in using the multimedia must be cultured in the part of the multimedia user. Our productivity will be lost instead of becoming more productive in using the multimedia making life easy and removing the burdensomeness. The TQM (Time Quality Management) must be revisited and the individual PERT-CPM (Program, Evaluation Review Technique and the Critical Path Method) so that, when using the Multimedia – Based Instruction must be directed towards its VMPGOS (Vision, Mission, Philosophy, Goals, Objectives and Strategy) in the attainment of OBTLP (Outcomes-Based Teaching Learning Plan) of the intended content.

Multimedia User. Through the casual conversation during the eighteen (18) months of exposure. The confirmed phenomenological experience revealed through the FGD by the team participant researcher was the five sections that were purposively selected. The two hundred fifty (250) participants are technologically cultured and educated in multimedia, both teachers and the Grade 8 pupils in Sta. Ana National High School. They are multimedia literate, cultured, and friendly. Although there are some participants who don't have their own gadgets like cellphones and laptops, they can manipulate this technology sophisticatedly. According to them, they said:

> *... tinuud wala ako "gadgets" nga "cellphone, laptop and desktop" pero ang akong mama ug papa naa silay cellphone bisan gani si kuya… sa panahon sa kubid naa akoy cellphone pero nawala man wala paako ma paliti ni mama… usahay mo adto ako sa peso NET aron maki "internet" ug usahay pagamiton pud ko kang mama… ang akong mga "classmate" anaa man pud silay "cellphone" maki gamit pud ko … pagamiton man pud."*

> *[it is true that I don't have gadgets like cellphone, laptop and desktop but my mother, father and even my brothers have their own cellphones…during the time of COVID I have mined but it was lost … and my mother was not yet bought for me. Sometimes, I went to the peso net in order to internet and sometimes my mother allowed me to use her own cellphone … and my classmates have their own cellphones too! So, they have allowed me to use … and they have allowed me to use me too…]*

Focusing on this modern multimedia context, it is understood that it addresses to the use of the modern technology especial mentioned is the usual "gadgets" in transmitting communication through internet coNETivity. Desktops, laptops, cellphones are only few of the multimedia infrastructure that could help us transmitting communication, information and relative thereto as multimedia. But, the thing we do not know that there is still traditional way of doing those things through the print media. And, these action and things done to those landscape not flattened by coNETivity. So, the mentioned above significant statement are experiences to those landscape that coNETivity flattened the topography.

EXHAUSTIVE DISCUSSIONS

Multimedia-Based Instruction (MBI) is a tedious and rigorous best practices in a teaching learning environment. It involved print and non-print media to facilitate teaching and learning. Harnessing and uncovering the hidden treasure of the learner within their own potential, talent and skills as a learner they will become a productive citizen. The multiple intelligences of the learner once challenge would come-out as natural. When this situation happened in a democratic teaching learning environment critical and reflective mind would be expected. So, adopting this best practice MBI teaching methodologies it would come—out training the pupils to become independent learner.

Conclusions

Multimedia-Based Instruction (MBI) motivating and boosting learning interest of Grade 8 pupils in Sta Ana National High School, Tagoloan, Misamis Oriental Mindanao Philippines. Through this strategy social studies becomes interactive. Videos, pictures, graphics and relative teaching aid makes social studies challenging and interesting. Multimedia Based Instruction (MBI) is a paradigm shift on the non-traditional critical and reflective teaching learning process in the classroom environment. Therefore, the literal and colloquial meaning of MBI (Money, Business and Investment) in the corporate world would lead to quality education.

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