



UTILIZATION OF DISTANCE LEARNING MODALITY IN TEACHING ARLING PANLIPUNAN: A LITERATURE REVIEW

Christopher F. Cinense
Teacher I, Pintong Bukawe National High School
San Mateo, Rizal, Philippines
christophercinense@gmail.com

ABSTRACT

No one expected this type of change to happen in the blink of an eye, as Heraclitus famously remarked, "change is the only permanent thing in this world." Everyone was taken aback by the degree of change that occurred in their life. The viral Covid 19 has wreaked havoc on every system, especially the educational sector. Face-to-face sessions were abruptly halted, and several distance learning modalities were investigated and implemented to continue the children's education. On the other hand, most of the articles studied revealed that different schools used a variety of strategies in teaching araling panlipunan, including online learning, asynchronous learning, flexible learning, and the development of contextualized and digital learning materials. As a result, the purpose of this study is to gain a better knowledge of how teachers have used distance learning to teach araling panlipunan (social studies). This research also intends to uncover any research gaps that may exist in the use of remote learning as a teaching tool for araling panlipunan. This study looked at articles published in international online journals between 2016 and 2021. The findings and conclusions of the several studies analyzed are the topics of this work.

Keywords: Distance Learning Modality, Teaching Araling Panlipunan (Social Studies), Utilization

INTRODUCTION

It is undeniable that the pandemic has had a significant influence on people's lives. People were taken aback and did not foresee such a significant impact on their daily life. They only realized how deadly this Covid-19 was after hearing that many people from all over the world had already been infected and that a substantial number of deaths had been reported.

The pandemic may have disrupted and changed our way of life like how the education system was changed, the people still somehow managed to cope with it. Like what the Secretary of the Department of Education has mentioned that "Education must continue" (manilabulletin_admin, 2020). Different types of learning modalities were presented by DepEd for the continuance of the learning like distance learning, blended learning, and homeschooling (Ano Ang Pwedeng Learning Delivery Modality, n.d.).

This study was conducted to shed light on how the different schools from different places utilize distance learning in teaching araling panlipunan. Distance Learning refers to a learning delivery modality where learning takes place between the teacher and the learners who are geographically remote from each other during instruction (Llego et al., 2021). Teaching araling panlipunan has been a challenge for many teachers because students don't seem to see the connection between what they are learning to their day-to-day lives. A lot of times, students see the subject as merely about history, when in fact it is broad and very interesting to learn because it consists of geography, anthropology, economics, history, sociology, political science, and civics (Nair, 2020).

By finding the different ways and strategies on how distance learning modality in teaching araling panlipunan was done, many teachers can get an insight from it and may even adapt, innovate and apply it on their own for the sake of improving themselves and giving quality education to learners.

This literature review aims to broaden our understanding and viewpoint of the topic being researched. The researcher will be able to identify a gap in the existing literature connected to the use of distance learning in teaching araling panlipunan by reviewing several related articles. Furthermore, the findings of this study will serve as the foundation for future research in this area.

DISCUSSIONS

Distance Learning Modality

To have a better knowledge of what distance learning is and how it works. The studies and findings listed below provide a thorough explanation of what it is.

According to Sewart et al. (2020), distant education is a type of study that is not guided by teachers in classrooms, but rather by tutors or organizations that are located outside of the student's reach.

Sewart et al. (2020) have identified the following characteristic of distance education:

- Development of self-instructional materials
- Teaching at a distance by comments in students work submitted
- Counseling and general support of students' work by the same distance -study media

In research from Berg and Simonson (2016), they defined distance education as a form of learning in which teachers and students are separated physically during instruction and various technologies are used to enable student-teacher and student-student communication.

Berg and Simonson (2016) have identified four characteristics of distance learning:

- Distant learning is always conducted through institutions; it is not self-study or a nonacademic setting. The schools may or may not provide traditional classroom-based training, but they are eligible for accreditation through the same authorities as those that do.
- Distance learning necessitates geographic separation, and time may also divide students and professors. This form of teaching has many advantages, including accessibility and convenience. Students' intellectual, cultural, and social disparities can also be bridged through well-designed programs.
- Individuals in a learning group and the teacher are connected through interactive telecommunications. Electronic communications, such as e-mail, are most commonly

employed, but older modes of communication, such as the postal system, may also be used. Interaction is crucial to remote education, as it is to any education, regardless of the medium. As communications methods become more sophisticated and widely available, learners, teachers, and instructional resources become less reliant on physical proximity; as a result, the Internet, mobile phones, and e-mail have contributed to the rapid expansion of distant learning.

- Distance education, like any other kind of education, creates a learning community made up of students, a teacher, and instructional resources—that is, books, audio, video, and graphic displays that allow students to access the content of instruction. The concept of community building is promoted by social networking on the Internet. Users create profiles on sites like Facebook and YouTube, identify members ("friends") with whom they have a relationship, and form new communities of like-minded people. In a remote learning situation, this type of networking can help students connect and therefore feel less alone.

Furthermore, Daniel (2021) published an article titled "What Is Distance Learning? and Why Is It So Important?" Distance learning, he explained, is any sort of remote education in which the student is not physically present for the session and relies on the strength of the Internet. Moreover, he identified common types of distance learning which are:

- Use of video conferencing to connect directly with students during live lessons. This could be a one-on-one session or a group setting in which numerous students connect to the teacher in real-time.
- Synchronous learning occurs when all students learn at the same time (and in many cases, at the same location), but the instructor is at a different location. It frequently includes video or teleconferencing, which digitally connects teachers and students.
- Asynchronous learning is less connected than synchronous learning, but it is also less limited. Students are given learning activities with deadlines instead of live online sessions. They then finish the assignments through self-study.
- Open-schedule online courses provide even more flexibility. It's similar to an asynchronous course with the exception that there are no deadlines. This is great for students who have other obligations, such as working professionals or stay-at-home parents.
- Fixed-time online courses are a sort of synchronous course that requires all online students to meet at a predetermined virtual location at a predetermined time and location

(e.g. a webinar). This allows students from all around the world to connect and participate online, unlike more regimented synchronous sessions.

- Computer-based distance education is a synchronous, fixed-time instruction delivered via computers, typically in a computer lab. This is particularly typical in established institutions with access to the requisite technologies.
- Hybrid learning is a sort of blended learning in which students learn the same lesson in real-time (synchronous distance learning), but some are physically present while others learn remotely.

Distance learning has been employed in the past, particularly by people who cannot afford to attend traditional classes. Students who are employed, pregnant, live in rural places or have any other circumstance that prevents them from physically attending class. On the other hand, while it is not new, the size of the pandemic's impact, which necessitates all education sectors from all over the world to instantly switch to this method, is quite startling.

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The human movement was restricted as a result of the epidemic, therefore everyone must devise innovative and effective ways to carry out their tasks and obligations in their jobs without jeopardizing the result, like in the case of education. Teachers must adapt to new modalities that do not require face-to-face interaction while still providing high-quality education.

Tadeo (2021) discovered that using online distance learning through Pre Test/Post Test, Google Meet, and Google Classrooms has considerably enhanced the academic performance of students in Araling Panlipunan. He noted that to further improve the academic performance of students, teachers should give a variety of interactive activities.

Similarly in the study conducted by Lalap (2021), he found out that google applications are effective learning tools and platforms that can enhance students' academic performance.

In the study conducted by Mauricio et al. (2017), where they have used the Centralized Learning and Assessment Tool in teaching Araling Panlipunan, they found that this tool provides an alternative method for students to access and download instructional materials. The goals of developing this alternative teaching and evaluation procedure are to aid teachers and

students in their preparation for e-learning and e-assessment. One of the system's most important aspects is that Araling Panlipunan teachers may track individual pupils' progress. Teachers and students will gain increased confidence and competence in the use of technology, shared resources, and collaborative learning as a result of this trend.

On the other hand, Obuyes & Obuyes (2021) took a different strategy in their study, in which they used the Merit Badges Method to improve Academic Performance in Araling Panlipunan. The Merit Badges Method was shown to stimulate students to become more involved, active, and interested in their studies.

Tyrone Jr (2021) has emphasized in his study that Emergency curriculum development and implementation should not be restricted to times of global disaster; rather, it should serve as a model for introducing and normalizing flexible learning. Flexible learning must be the new normal as we embark on a new shape of Education. Nonetheless, to handle diverse learning styles, the social studies curriculum structure has to be overhauled and reviewed.

Many students and teachers were unprepared for the pandemic's unexpected disruption of the teaching and learning process. This was demonstrated in a study by Khoiron et al. (2021), in which teachers were required to generate Digital Social Studies Teaching Material in order to increase students' critical thinking skills. Prior to doing their research, they discovered that many students do not attend class and do not complete their tasks. However, after generating contextualized and contemporary Digital Social Studies Teaching Material, many students found it interesting and were able to provide a variety of answers rather than just relying on what was in their textbook. Students' situations, students' characteristics, learning concepts, assignments, media, methodologies, and teaching material package forms should all be considered while developing teaching materials.

Moreover, according to the conclusions of the research by Atubi & Obro (2020), online learning offers potential for Social Studies and can be utilized to encourage its study. Their study also found that Google Classroom, Google Meet, learning management systems, online chat platforms, virtual learning (Zoom and Skype), and internet-based classroom learning should all be used in the adoption of online learning for Social Studies. Online chat platforms such as WhatsApp and Facebook were the most popular, followed by educational apps, learning management systems, virtual learning tools, and internet-based learning in the classroom. The applicability of online learning for Social Studies has been brought to the

forefront of this study, which has favorable implications and prospects for Social Studies education. These opportunities should be embraced not only during the Covid-19 lockdown but also in the future. Finally, important internet technologies for the improvement of Social Studies should be employed for significant success.

Different techniques were used to keep students learning, such as E-Learning, but the problem is that many students and teachers are still skeptical about the effectiveness of this medium, as Ramadhan and Marwantika (2020) discovered in their study "The Challenges Of Using E-Learning In Social Studies Lessons In The Covid-19 Pandemic Time." They discovered various problems that impede the efficient use of E-learning, including student boredom, the fact that not all students have access to E-Learning media, teachers' lack of readiness to use E-Learning, and an unequal and unstable internet network, among others. As a result, they came to the conclusion that, in addition to boosting teacher and student competence, the implementation of E-Learning in schools requires significant improvement. It is also required to establish a system for supporting infrastructure, learning curriculum, learning methodologies, and enough resources that are administered by the education unit.

CONCLUSION AND RECOMMENDATION

The articles studied revealed that different schools used a variety of strategies in teaching araling panlipunan, including online learning, asynchronous learning, flexible learning, and the development of contextualized and digital learning materials. It simply goes to prove that education is an essential element of human life that cannot be curtailed due to the risk of worsening outcomes. These various methods of teaching araling panlipunan or any other subject should not jeopardize the final result, which is the provision of high-quality education. This school-wide program to continue learning has a long way to go and is nowhere near flawless, but it is a small step toward change and creativity that could lead to enormous success. The literature study reveals an insufficient number of research on the impact of various teaching methods on student mastery or retention, interest, ability, economic status, and ability to learn independently. These criteria are critical because no matter how brilliant your strategy is if kids aren't learning anything, it's all for nothing. As a result, more research on the impact of remote learning on students' overall learning is advised.

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