

Magtayo Instructional Framework in Teaching Social Constructivist Strategies for Junior High School Social Studies

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ABSTRACT

The study explored the social constructivist practices and experiences in teaching social constructivist strategies of Junior High School Social Studies teachers. The study used a qualitative single exploratory case study. Thirteen Social Studies teachers who were purposely selected based on the results of the pre-assessment survey participated to share their social constructivist practices and experiences. Interviews, classroom observation, lesson plans, and FGD were used in this research to collect data, and a thematic three-phase analysis was done. Based on the findings, the Social Studies teacher's social constructivist teaching practices in terms of teaching, assessment, and resources meet the needs of students and give them opportunities to express their constructions of knowledge, interact in social groups, give students a chance to correct their wrong constructions and broaden their construction of knowledge through various resources. The evolved experiences are essential to improving the teaching and learning process, such as misconceptions about social constructivist strategies, lowering students' interactions in flexible learning, and high engagement of students' learning. Thus, the Magtayo instructional framework is designed to serve as a guide for employing social constructivist strategies.

Keywords:

Junior High School; Magtayo Instructional Framework; Social Constructivist Strategy.

ABSTRAK

Studi ini mengeksplorasi praktik dan pengalaman konstruktivis sosial dalam mengajar strategi konstruktivisme sosial dari guru IPS di SMP. Penelitian ini menggunakan satu studi kasus eksploratif kualitatif. Tiga belas guru IPS yang

secara sengaja dipilih berdasarkan hasil survei pre-assessment berpartisipasi untuk berbagi praktik dan pengalaman konstruktivis sosial mereka. Wawancara, pengamatan kelas, rencana pelajaran dan FGD digunakan dalam penelitian ini untuk mengumpulkan data dan analisis tiga fase tematik dilakukan. Berdasarkan temuan tersebut, guru-guru IPS menggunakan praktik pengajaran sosiokonstruktivis dalam hal pengajaran, penilaian dan sumber daya untuk memenuhi kebutuhan siswa dan memberi mereka kesempatan untuk mengekspresikan konstruksi pengetahuan mereka sendiri, berinteraksi dalam kelompok sosial, untuk memberi siswa kesempatan untuk memperbaiki konstruksi mereka yang salah, dan memperluas pembangunan pengetahuan mereka melalui berbagai sumber daya. Pengalaman yang berkembang sangat penting untuk meningkatkan proses pengajaran dan pembelajaran seperti kesalahpahaman tentang strategi konstruktivis sosial, menurunkan interaksi siswa dalam pembelajaran fleksibel dan keterlibatan tinggi dalam pembelajaran siswa. Dengan demikian, kerangka instruksi Magtayo dirancang untuk berfungsi sebagai panduan untuk menggunakan strategi konstruktivis sosial.

Kata kunci:

Sekolah Menengah Pertama; Kerangka Instruksi Magtayo; Strategi Konstruktivisme Sosial.

1. Introduction

Asian countries that have extensively implemented the K to 12 curriculum for decades have already reached best management practices, contributing to their efficiency, effectiveness, and success. Basic education in the Philippines must catch up with other countries, so it must align with the rest of the world. The country consistently scores lowest among the participating countries of ASEAN based on the results of the Programme for International Student Assessment (PISA) 2018 (Department of Education, 2019).

Social Studies, more commonly known in secondary schools as Araling Panlipunan (AP), has taken its important place in the K to 12 Curriculum because it is one of the subject areas in Basic Education that studies humans, communities, and societies, as well as how they lived in the past and today. The primary goal of Araling Panlipunan is to assist in preparing the country's youth for constructive social engagement. It refers to both a school subject and a systematic study of the social sciences and humanities that enhance civic competency. Presto (2023) emphasized the value of Social Studies in Filipinos' basic and general education, which falls under the personal, national, and global domains. Alongside these three rationales, Social Studies is important in the curriculum because it promotes greater engagement in regular interactions. However, the conventional approach to teaching Social Studies involves teacher-centered tasks, such as memorizing factual knowledge, leading many students to view social studies classes as dull and meaningless (Srivastava et al., 2022).

As a response, the K to 12 curriculum in the Philippines emphasized educational pedagogies, one of which is constructivism, which considers students to be active constructors of knowledge (DepEd Order No. 42, s. 2016). According to Abiasen and Reyes (2021), constructivism encourages a nurturing school environment by redefining the roles of students and teachers.

Lev Vygotsky was a social constructivist who argued that rather than relying only on oneself, learners may and should use the input of others when forming their constructs. In addition, according to Vygotsky (1981, in Nacario, 2017), learning aims to develop an independent, self-regulated, problem-solving individual. To realize this, help is needed from “the more capable others” (teachers, parents, more competent peers, and others) who assist the learner. In addition, social constructivism posits the idea that individuals discover and gain knowledge through their experiences of the world because “human beings rationalize their experience by creating a model of the social world and the way that it functions” (Amineh & Asl, 2015, p. 13, in Erfe & Ancho, 2022). Furthermore, social constructivism as a “prominent learning theory ... [that has] provided the pedagogical framework for promoting meaningful usage of advanced technologies in the 21st century” (Barak 2017, pp. 285–286).

Social constructivism emphasizes the importance of social interaction in creating knowledge (Hennrikus et al., 2020). Social studies could be efficiently addressed from this approach. If social constructivism is used correctly in the social studies classroom, it will achieve the ultimate purpose that all educators should strive for to benefit students. In addition, teachers, specifically the Social Studies teachers, must not only be sufficiently knowledgeable and informed about the concepts and subjects that they are teaching, but they should also appropriately employ teaching-learning strategies, have great leadership and communication skills, capacities, assist and encourage students in achieving their academic objectives (Kapur, 2019).

However, there is still a shortage of research in the Philippines on social constructivism that clarifies how it is used or applied in the classroom and what constitutes effective social constructivist teaching practices and experiences in using this approach knowledgeably and effectively among Social Studies teachers. Teachers may have even used some of its teaching models without realizing it. Teachers could also implement it how they say it or do it without understanding the why behind the actions. Or, since most of them were taught this way by their teachers they respected, this is what they model. The researchers also observed very little research devoted to constructivism, specifically social constructivist teaching practices in Social Studies (Araling Panlipunan) and Social Sciences. Furthermore, there are few published studies on social constructivist practices and experiences teaching social constructivist strategies in Social Studies in public, private, junior, and senior high schools.

This study provided an understanding of Social Studies teachers’ social constructivist teaching practices of Junior High School Social Studies teachers. The study also aims to explore the experiences of JHS Social Studies teachers in teaching social constructivist strategies. Based on the social constructivist practices and experiences in teaching social constructivist strategies of the Junior

High School Social Studies teachers, it will serve as a guide for developing an instructional framework.

1.1 Conceptual Framework

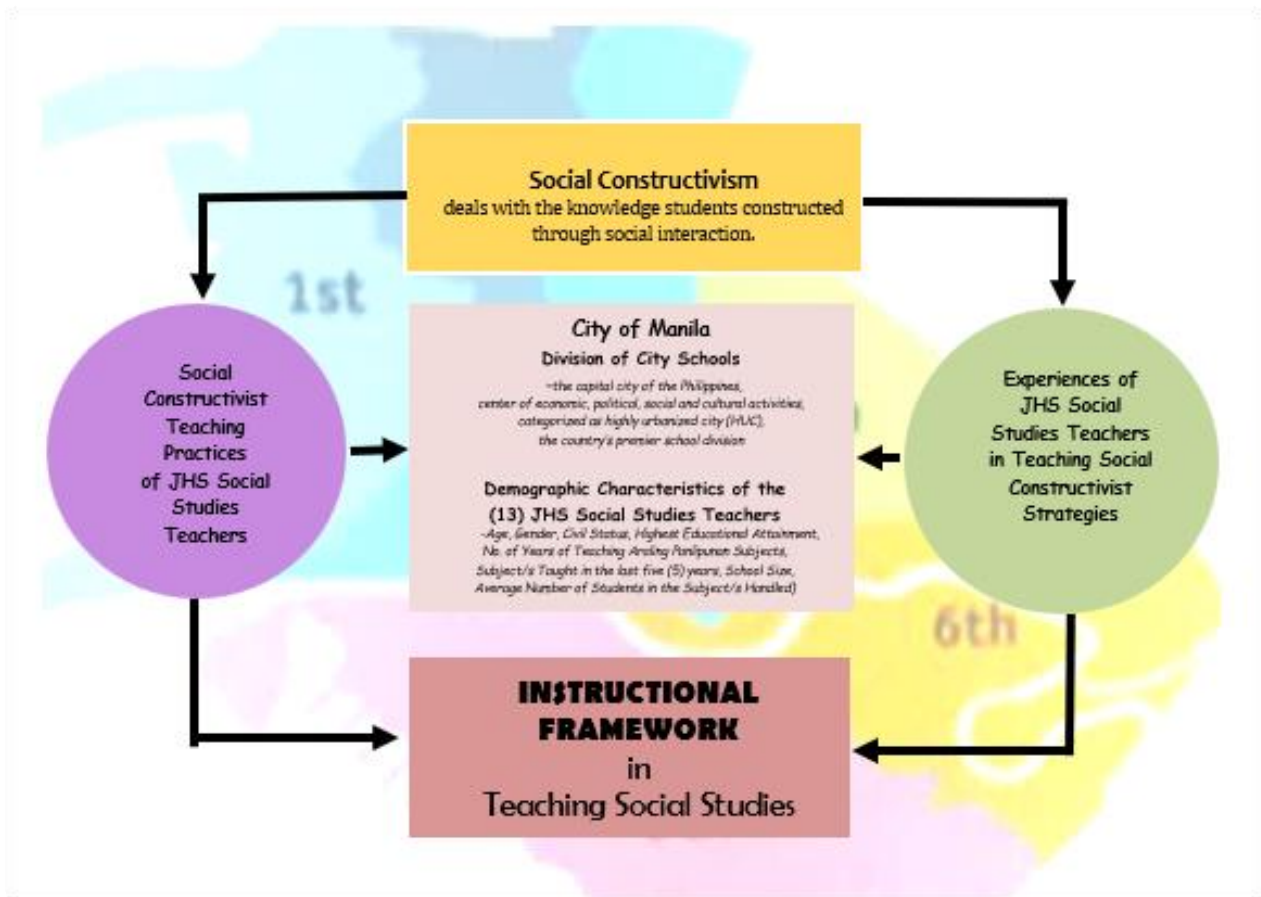


Figure 1. Conceptual Framework

The study's conceptual framework describes that the theory of social constructivism is considered in teaching Social Studies subjects. This is signified by the two arrows in the diagram that stemmed from the theory of social constructivism to the social constructivist teaching practices and the experiences of Junior High School (JHS) Social Studies teachers in teaching social constructivist strategies. Further, the social constructivist teaching practices and the experiences of Junior High School (JHS) Social Studies teachers in teaching social constructivist strategies were identified in the City of Manila, specifically in the Division of City Schools located in the capital city of the Philippines, the center of economic, political, social and cultural activities, categorized as highly urbanized city (HUC) and known as the country's premier school division. The demographic characteristics of the thirteen (13) JHS Social Studies Teachers who participated in the study were age, gender, civil status, highest educational attainment, no. of years of teaching Araling Panlipunan subjects, subject/s taught in the last five (5) years, school size, average number of students in the subject/s handled. Then, guided by the two arrows, those social constructivist teaching practices and

experiences of the Social Studies teachers in teaching social constructivist strategies served as bases of the proposed instructional framework in teaching Social Studies subjects in the four learning areas in Junior High School (JHS) which include Asian Studies, World History, Economics and Contemporary Issues under the K to 12 curriculum.

2. Methods

The study used a qualitative research design. According to Creswell (2009), as cited in Cruz and Dacanay (2019), qualitative research aims to find a place or people to help the researcher better grasp the situation and the study questions. Specifically, the study employed a qualitative single exploratory case study design because it involved the exploration of a phenomenon (the social constructivist teaching practices and experiences) within its context (the classroom) using a variety of data sources such as pre-assessment surveys, interviews, classroom observations, school documents (lesson plans), and focus groups. A single-case study is appropriate if a researcher wants to examine a particular phenomenon resulting from a singular entity, as it will enable a thorough comprehension of that one phenomenon (Heale & Twycross, 2017).

The researchers conducted the pre-assessment survey, interview, and classroom observations during the pre-pandemic (January 2020-March 2020), while focused group discussions (FGD) of the purposely selected Social Studies teacher participants were conducted during the pandemic (February 2022). As Nyumba et al. (2018) in the study of Culajara (2024), emphasize, focus group discussions (FGDs) are an effective method to investigate participants' attitudes, beliefs, and perceptions on a certain idea, concept, or service. It can also uncover more information about the factors influencing participants' opinions. On the other hand, interviews are a common approach to data collection for those conducting qualitative research (Houser, 2015).

2.1 Participants and Sampling

The participants of this study were the thirteen (13) Social Studies teachers identified who have had high use of social constructivist teaching practices from the selected basic education public Junior High School (JHS) in the six districts in the DepEd Division of City Schools Manila, categorized as a highly urbanized city. The purposive sampling was utilized in selecting the Social Studies teacher-participant for this study. According to Campbell et al. (2020), purposive sampling permits a sample to be more closely aligned with the goals and objectives of the study, enhancing the study's rigor and producing reliable data and findings. Purposive sampling was used because participants' knowledge is crucial to the phenomenon (Creswell, 2018). The participants involved in this study were limited only to the Social Studies or Araling Panlipunan teachers teaching Asian Studies (Araling Asyano), World History (Kasaysayan ng Daigdig), Economics (Ekonomiks), and Contemporary Issues (Kontemporaryong Isyu). The teachers from different grade levels handled Grades 7, 8, 9, and 10 students during the School Year 2020-2022.

2.2 Instrumentation

Experts developed three instruments and validated content to determine the Social Studies teachers' social constructivist teaching practices and experiences. First, the researchers used the Pre-Assessment Survey on Social Constructivist Teaching Practices to create a shortlist and select those Social Studies teacher-participants who have highly used social constructivist teaching practices. Also, to establish baseline information among the Social Studies teacher-participants. Second, the semi-structured interview was also utilized to supplement the information solicited from the pre-assessment survey on the social constructivist teaching practices among Social Studies teacher-participants. It also helped to obtain additional information, clarify and validate some answers and actions of the Social Studies teacher-participants and asked to reflect on their experiences as well. Third, the observation checklist was used to validate actual classroom practices. The researchers observed selected classes of Social Studies teacher-participants handling Grades 7, 8, 9, and 10 during the School Year 2020-2021, focusing specifically on the part implementation of the lesson in the initiatory, developmental, and closing activities.

2.3 Data Gathering and Analysis

The data gathering and analysis involve the following phases:

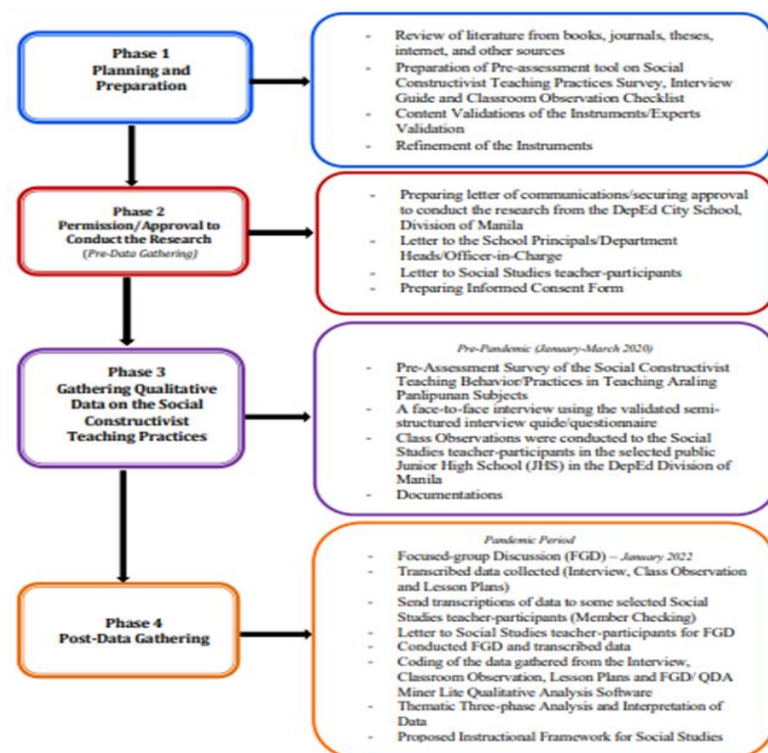


Figure 2. The Data Gathering and Analysis

As illustrated in Figure 2, the researchers follow rules to guarantee that the study is orderly and systematic. The 4 phases were: Phase 1-Planning and Preparation Stage; Phase 2-Permission/Approval to Conduct the Research (Pre-Data Gathering); Phase 3-Gathering Qualitative Data on the Social Constructivist Teaching Practices (Pre-Pandemic); and Phase 4-Post-Data Gathering (Pandemic Period). Then, the development of the Proposed Instructional Framework on Social Constructivist Teaching Strategies in Junior High School (JHS) Social Studies under the present K to 12 Araling Panlipunan Curriculum.

2.4 Ethical Consideration

This study was guided by the university's ethical principles of social research. During the data collection phase, all Social Studies teacher-participants were informed that there would be no risk in participating in the research. The participants were also given an informed consent form by the researchers, along with an explanation of the purpose of the study. As stated in the American Educational Research Association (AERA, 2011) in the study of Hernandez (2018), protection of privacy and confidentiality of participants' information was considered. The researcher maintained the security of the data to ensure participant anonymity, dignity, and privacy.

3. Results and Discussion

3.1 Social constructivist teaching practices of Junior High School (JHS) Social Studies teachers

Based on the findings, four themes emerged from analyzing the social constructivist teaching practices of Junior High School (JHS) Social Studies teachers in a highly urbanized city: opportunities for expressions of constructions, opportunities for collaboration, corrections on constructions, and broadening basis of constructions.

Table 1. Summary of Social Constructivist Teaching Practices of Junior High School (JHS) Social Studies Teachers

Themes	Verbatim Samples
Opportunities for Expressions of Constructions	<i>"My class has this pair; they usually work in pairs. We have a presentation of their output, so they will talk or present their output in the task given to them, so we have this presentation."</i> (D2-JHS2-SST6-E)
Opportunities for Collaboration	<i>"I always employ/apply the social constructivist teaching practices such as cooperative learning, group dynamics/activities, and brainstorming to my class. I usually use think-pair-share techniques for cooperative learning, and for group activities and brainstorming, I usually use it for group presentation."</i> (D2-JHS2-SST5-WH)
Corrections on Constructions	<i>"I check my students to see if they learned anything, and then I usually use Kahoot. We play, and I have noticed that they enjoy playing; sometimes, they</i>

give feedback like Ma'am, why is this? So, I catch up with their attention. For now, this is our practice that only Grade 7 can do, which I've been doing before when face-to-face, reporting, and then feedbacking.” (D3-JHS3-SST8-AS)

Broadening Basis of Constructions

“I used an interactive approach; my methods are discussion and group activities. The learner will have their answers and opinions on the day's topic through discussion. Yes, it applies to all subject areas in AP because I believe that through discussions, the learners will be able to enhance their knowledge” (D1-JHS1-SST1-AS).

In the opportunities for expression of constructions practices, students are given opportunities to express their constructions of meaning both in teaching and assessment. This helps the Social Studies teacher monitor the students' understanding during the discussion by reporting communication of group output to the rest of the class. Constructing and organizing knowledge on one's own is a component of constructivist learning. As highlighted by Williams and Nguyen (2018), constructing by utilizing this learning principle, teachers can provide students with opportunities to engage with and observe content in a learning environment, so promoting students' active learning. Thus, this learning principle can support teachers in giving students the assistance that they need to make the connections between new information and their existing cognitive processes and to adjust in order to improve understanding. In addition, learning tasks and strategies must be employed along with other approaches to improve students' comprehension of social studies (Bhakti, Ghiffari, & Regita, 2018). As one of the participants shared;

“My class has this pair; they usually work in pairs. We have a presentation of their output, so they will talk or present their output in the task given to them, so we have this presentation.” (D2-JHS2-SST6-E).

These understandings also surfaced when the Social Studies teacher posed problems and asked students questions. In assessment, students' constructions are seen through the activities that allow them to express understanding (e.g., oral recitation or write-ups) or the development of projects.

The practices of the Social Studies teacher-participants gave their students opportunities to interact in social groups where these opportunities allowed them to enrich the bases of their constructions of meaning or knowledge. According to Vygotsky (1978 in Cuayzon, 2022), humans acquire knowledge and skills through interaction and involvement and are grouped rather isolated experiences in line with social constructivism. The specific practices in teaching are collaboration and cooperation, interactive environment, peer teaching/learning, and formulating questions. Students' collaboration and cooperation in all teaching activities could be inside or outside of the class sessions. In an interactive environment, students' interaction could be done through verbal encouragement or modeling. Students also learn through or with their peers and are not only encouraged to ask questions; asking questions is a part of the lesson design. For practices in assessment is group activity where it involves group collaborative or cooperative efforts. These opportunities allowed them to enrich the bases of their constructions. In an interview, a World History teacher uttered that:

“I always employ/apply the social constructivist teaching practices such as cooperative learning, group dynamics/activities and brainstorming to my class. For cooperative learning, I usually use think-pair-share techniques and for group activities and brainstorming I usually used it for group presentation.” (D2-JHS2-SST5-WH)

For the corrections on constructions, the Social Studies teacher-participants' specific practices in teaching were feedback and correction, and opportunity to revise answers. Feedback and corrections could be in the student's assessment outputs or their construction of knowledge. The two-way feedback process, student-to-teacher feedback and teacher-to-student feedback, is rooted in social constructivist learning and was intended to promote knowledge co-construction rather than knowledge reproduction (Ms. Bhawna Phogat, 2017; Cutcliffe, Batorowicz, Johnson, Cantrell, & McLean, 2024). Some Social Studies teacher-participants shared practices of feedback and corrections. An Asian Studies teacher from District 3 shared in the FGD her practices in teaching with regard to feedback and correction;

“I checked my students if they learned anything and then I usually use Kahoot. We actually play and I have noticed that they enjoy playing, sometimes they also give feedback like Ma'am why is like, why is this? So, I catch up with their attention. For now, this is our practice that only Grade 7 can do, which I've been doing before when face-to-face, reporting, and then feedbacking.” (D3-JHS3-SST8-AS)

This allowed students to correct or be corrected in their wrong constructions, and this could also be done through self-correction. Student may be given the chance to revise original answers to questions. This could also be done by peers or by the teacher. For assessment practices, there were self-check and peer assessments with or without teacher's rubrics or prescribed standards.

In broadening basis of constructions, the specific practices in terms of practices in teaching where students also had a chance to broaden their constructions of meaning or knowledge were when the Social Studies teacher-participants gave their discussion of the lesson, which might also include panel discussion, giving input on the lessons which usually involved lectures, students get the opportunity to reflect on other ideas of others which could be their classmates or teachers or individuals outside the classroom and researching of information was done by teacher or student through traditional or online modes. Assessment practices involved using social media for creation, submission or publication. For the practices, resources were books and modules which were used in teaching and learning; the Social Studies teacher-participants also used media platforms, which included traditional and new media; peers or students were also considered as resources for learning, PowerPoint presentations and videos like clips, documentaries, films were also used for teaching and learning. An Asian Studies teacher-participant from District 1, in an interview, said that:

“I used an interactive approach; my methods are discussion and group activities. The learner will have their answers and opinions on the day's topic through discussion. Yes, it applies to all subject areas in AP because I believe that the learners will be able to enhance their knowledge through discussions.” (D1-JHS1-SST1-AS)

According to Hennrikus, Skolka, and Hennrikus (2020), the social constructivism theory is a concept of collaborative learning in a cultural and social setting. Learners actively co-create meaning and comprehension by applying concepts through various communication means and then sharing their new knowledge with others. In addition, the teacher served as a coach who guided the students in using resources, employing fun and motivating strategies while the students were uncovering the content with depth and breadth (Serbo & Ancho, 2019).

3.2 Experiences in Teaching Social Constructivist Strategies

Based on the findings, three themes analyzed the experiences of JHS Social Studies teachers in teaching social constructivist strategies in a highly urbanized city: misconceptions about social constructivist strategies, lower student interactions in flexible learning, and high student engagement in learning.

Table 2. Summary of the Experiences of the JHS Social Studies Teachers in Teaching Social Constructivist Strategies

Themes	Verbatim Samples
Misconceptions About social constructivist strategies	<p><i>"As a Social Studies teacher, I am challenged and continue learning using social constructivism in teaching Social Studies."</i> (D1-JHS1-SST1-AS)</p> <p><i>"They became dependent. They can't learn on their own."</i> (D1-JHS1-SST2-WH)</p>
Lower student interactions in flexible learning	<p><i>"It is very challenging, but because we are teachers, we have to make a way to reach the children, although there are many factors. So online, it worsens only when they want to enter the online class or just for the sake of attending the online class, just like that. So, you don't know them. What kind of child is this? They don't show up on camera, and they also don't participate."</i> (D3-JHS3-SST11-CI)</p>
High student engagement in learning	<p><i>"Collaborative learning, I should say, proved effective because I noticed to my students that they can explain concepts based on their understanding. There are some advantages and disadvantages to using social constructivism. One of my gains is that I develop my students' socialization skills and create their ideas about specific topic"</i> (D3-JHS3-SST8-AS).</p>

The Social Studies teacher-participants shared their experiences in teaching social constructivist strategies in the selected Junior High School (JHS) in the six districts in the Division of City Schools of Manila. For misconceptions about social constructivist strategies, some Social Studies teacher-participants are challenged in teaching social constructivist strategies while one Social Studies teacher-participant admittedly is still learning it, others express some misconceptions about social constructivist strategies. Nonetheless, it is observed that even when Social Studies teacher-participants have misunderstandings about social constructivist strategies, they still have some practices that promote it in the classroom like collaboration and cooperation strategies. As to Asian Studies teacher-participant from District 1, she said in an interview that:

"As a Social Studies teacher, I am challenged and continue learning using social constructivism in teaching Social Studies" (D1-JHS1-SST1-AS).

On the other hand, World History teacher-participant also from District 1, in an interview, her

misconception in teaching social constructivist strategies is that (students):

“They became dependent. They can't learn on their own” (D1-JHS1-SST2-WH).

Findings also revealed lower student interactions in flexible learning. In teaching social constructivist strategies, social interactions are important to enrich students' constructions. However, this is limited during the pandemic. As supported by the study of Silviany (2022), the delivery of instruction has been impacted by COVID-19. And there were clearly difficulties in the way the lessons were delivered (Jandrić et al., 2020). Even with the availability of digital tools for collaboration, realities of flexible learning (e.g., poor internet connection, student practices in flexible learning) makes it challenging for the Social Studies teacher-participants to interact with the students, or initiate student-to-student interactions. To a teacher-participant teaching Contemporary Issues from District 3 in an FGD narrated that:

“It is very challenging, but because we are teachers, we have to make a way to reach the children, although there are many factors. So online, it worsens only when they want to enter the online class or just for the sake of attending the online class, just like that. So, you don't really know them, what kind of child is this ... they don't show up on camera, they also don't participate either” (D3-JHS3-SST11-CI).

Related to the result of the study of Muhammad (2021), the implementation of social constructivist methods in social science education faced numerous obstacles, including a culture of fear, a lack of adequate public infrastructure, a lack of concern, and a lack of resources, even in the face of considerable changes to the educational system. The study also identified a number of obstacles, including a deficiency of substantial, well-crafted teaching guidelines, inadequate, unambiguous instructions, insufficient classroom teachers' autonomy, and a lack of independence. It is consistent with the study of Tsehay, Belay, and Seifu (2024), institutional, teacher, student, parent, and curriculum obstacles have a substantial impact on Constructivist Teaching and Learning Approach (CTLA) implementation in social studies classes. Teachers are encouraged to use constructivist methods to overcome these obstacles and to keep informed through reading, professional development, and experience sharing.

For high student engagement, Social Studies teacher participants reported high student engagement in teaching social constructivist strategies. This promotes student thinking and expressions of ideas and opinions. Applying social constructivist strategies in teaching Social Studies led to shared ownership of learning among students or students and teachers, helped develop students' social skills, and helped promote teamwork. To Akpan et al. (2020), social constructivism is a collaborative learning approach based on student participation, discussion, and knowledge sharing. In other words, social constructivism believes that learning occurs through interaction, collaboration, and group effort. To Asian Studies teacher-participant from District 3, in an interview said that:

“Collaborative learning, I should say, proved effective because I noticed to my students that they can explain concepts based on their own understanding. Some advantages and disadvantages are using social constructivism. One of my gains is developing my students' socialization skills and creating their own ideas about specific topics” (D3-JHS3-SST8-AS).

Overall, the identified experiences on high student engagement in learning of Social Studies teacher-participants in terms of effects are high engagement, promotes thought and expression, shared ownership, social skills, and promotes teamwork. Based on the findings, it can be inferred that the experiences of Social Studies teacher-participants in using social constructivist strategies positively contributed to high student engagement in learning. The result of this study is related to the study of

Ilyas et al. (2013 in Ginga & Zakariya, 2020); even though it is in other fields, their findings seemed related to the present study's findings. They determined that Vygotsky's social constructivist approach functioned better than traditional one-way instruction based on the outcomes of a quasi-experimental investigation. It not only improved learning outcomes, but it also allowed students to communicate with one another, share their ideas and listen to those of others (peers or teachers), build social interaction and communication skills, and study cooperatively in a free and accommodating atmosphere. In addition, teachers, researchers, and other education stakeholders may also benefit from the study by Ginga and Zakariya (2020), which highlights the social constructivist instructional strategy's encouraging effectiveness in raising student learning outcomes. However, in the study of Ibrahim and Kamarulzaman (2024), in the dynamic educational setting of Malaysia, the shift towards constructivist learning environments represents a crucial change in teaching methodologies. The study advocates for an enhanced implementation of constructivist methodologies, aligning with scholarly calls to address observed discrepancies. To Shah (2019), in his study on an effective social constructivist approach to teaching social studies, knowledge should be viewed as a co-constructed, negotiated, and situated entity, the knower should have agency and a voice in the process of knowing, and the learning process should be collaborative.

3.3 Magtayo: A Proposed Instructional Framework in Teaching Social Constructivist Strategies for Junior High School Social Studies

The term Magtayô, according to Santos (2019) means to build, construct, erect, and set up. Magtayo, in this study, means to build, construct, or organize activities and materials in teaching social constructivist strategies in the classroom for a more effective and better learning of students. The term Magtayo is also derived from M-marked misconception about social constructivist strategies, a-advised how to improve lower student interactions in flexible learning, g-generate more activities for student engagement in learning, t-tailor practices that will offer possibilities to broaden the bases for constructing knowledge, a-advance students collaborative experiences, y-yield to opportunities that provide corrections of constructions and for o-offer opportunities for expressions of constructions.

Under the Magtayo framework, the Social Studies teachers will be guided in teaching a lesson in Social Studies incorporating strategic steps to be followed or on how to use some of the examples of social constructivist strategies or the step by step on how to build, construct, and organize certain activities on collaboration and cooperation, problem-based learning and inquiry learning. Furthermore, the Social Studies teachers can also utilize it in lesson planning and the actual teaching. On the part of the students, they would be guided in their constructions of meaning or knowledge, and in judging their own progress. Also, in this framework, assessing group activities need not be separate from the implementation. Assessment was always a part of the learning process where the facilitation of teachers, especially the Social Studies teachers, was crucial evidence of student learning.

The arrows from the experiences and social constructivist teaching practices of Junior High School (JHS) Social Studies teachers show some examples of the social constructivist strategies they employ in teaching Social Studies in a highly urbanized city (HUC). The social constructivist strategies to be used or adapted by the teachers, especially the Social Studies teachers, depend on the lesson or topic and must be aligned with curricular goals. The social constructivist strategies can also

be considered in planning the instructions in delivering lessons in Synchronous (S), Asynchronous (As), Face-to-Face (F2F) or Hybrid classes.

MAGTAYO: A PROPOSED INSTRUCTIONAL FRAMEWORK IN TEACHING SOCIAL CONSTRUCTIVIST STRATEGIES FOR JUNIOR HIGH SCHOOL (JHS) SOCIAL STUDIES

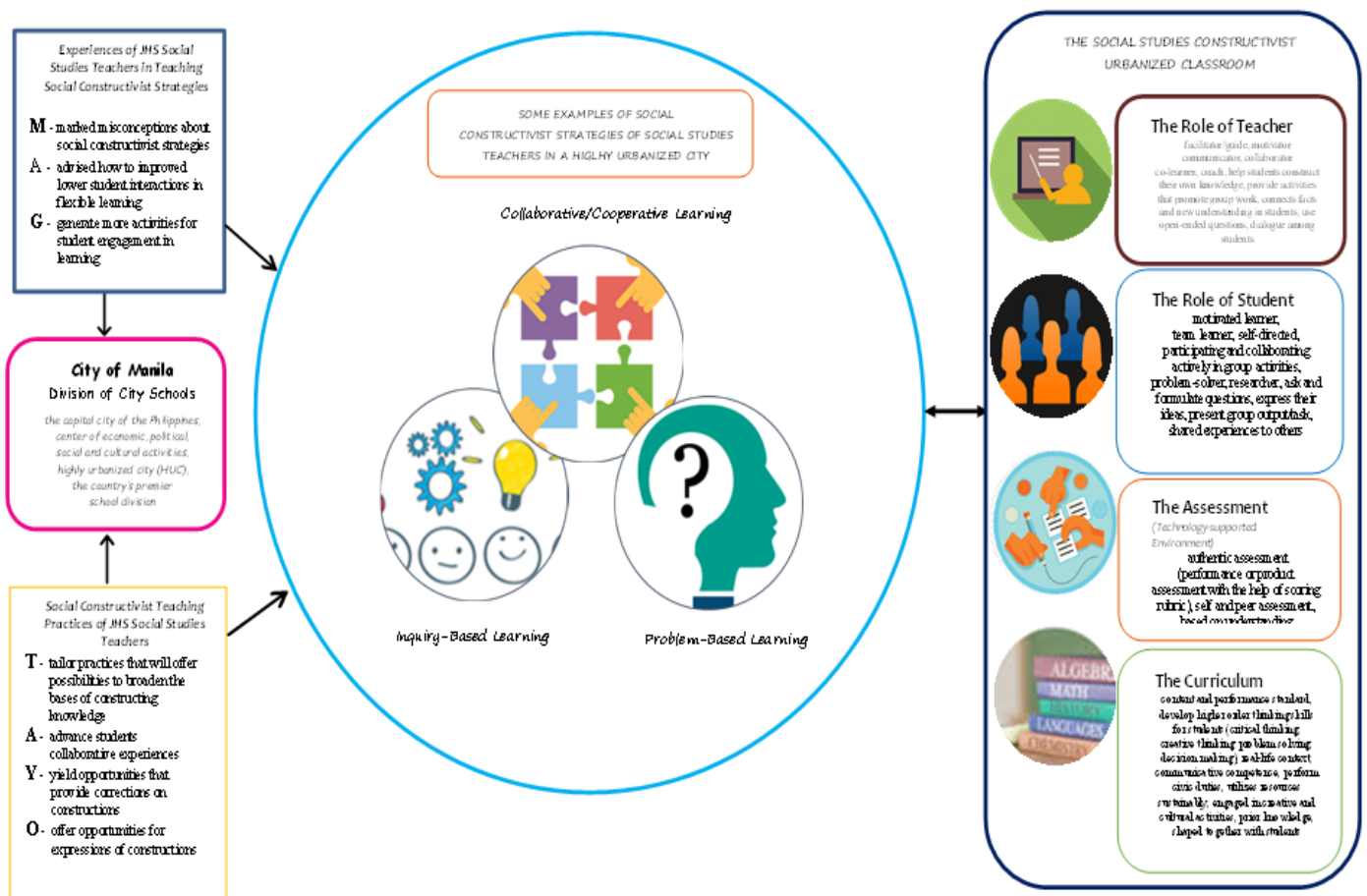


Figure 3. The Magtayo Instructional Framework in Teaching Social Constructivist Strategies for Junior High School (JHS) Social Studies

Figure 3 presents the developed instructional framework of the study in teaching social constructivist strategies for Junior High School (JHS) Social Studies. The Magtayo: A Proposed Instructional Framework in Teaching Social Constructivist Strategies for Junior High School (JHS) Social Studies. A double-headed arrow pointing from the examples of social constructivist strategies of Social Studies teachers in a highly urbanized city to the Social Studies constructivist urbanized classroom shows the roles of teacher, student, assessment, and the curriculum. The role of the teacher should be facilitator/guide, motivator, communicator, collaborator, co-learner, and coach; help students construct their knowledge, provide activities that promote group/collaborative work, make links between the facts and help students develop new understanding, utilized more open-ended questions/inquiries, help in promoting dialogue among students and others.

The role of student should be motivated learner, team learner, self-directed, participating and collaborating actively in group activities, problem-solver, researcher, ask and formulate questions, express their ideas, present group output/task, and share experiences to others. The assessment (technology-supported environment) should be authentic, which could be a performance or product assessment with the help of a scoring rubric, self-assessment, and peer assessment based on students' understanding. The features of the curriculum should have content and performance standards, develop higher-order thinking skills for students (critical thinking, creative thinking, problem solving, decision making), real-life context, communicative competence, performing civic duties, utilizing resources sustainably, engaging in creative and cultural activities, use students' prior knowledge and also the curriculum is shaped together with students.

4. Conclusion

The study explored the social constructivist practices and experiences in teaching social constructivist strategies of the Junior High School (JHS) Social Studies teachers. Based on the findings, the following conclusions were drawn from this study: The evolved practices are important in teaching and assessment. Specifically, they provide opportunities for teachers and students to express their construction of meaning, interact with teachers and other learners, correct misconceptions of constructs and ideas, and broaden their construction of meaning relative to the inputs and sharing of their peers, teachers, and other available resources. The experiences that evolved are essential to improving the teaching and learning process. They can rectify misconceptions about social constructivist strategies, deter the lowering of students' interactions in flexible learning, and sustain high engagement in students' learning. The "Magtayo: A Proposed Social Studies Instructional Framework for Junior High School" will serve as a guide in employing social constructivist strategies to enhance the teaching and learning process in Social Studies subjects. The proposed instructional framework amalgamates both practices and experiences, which are imperative to building and sharing knowledge between and among teachers and students inside and outside the classroom. Moreover, the framework is also important to education practitioners who aim to design social constructivist lessons, activities, and assessment forms.

5. References

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