CONTEXTUALIZATION OF SOCIAL STUDIES CURRICULUM THROUGH PROJECT-BASED LEARNING

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Abstract

This research delves into the integration of Project-Based Learning (PBL) in the instructional practices of Social Studies teachers within the secondary schools of the 2nd Congressional District in the Province of Sorsogon. Employing a mixed-methods research approach, the study evaluates teachers' proficiency levels, the extent of PBL adoption, and the challenges faced in incorporating Social Studies topics through PBL from the 30 selected respondents. The findings reveal diverse competency levels among teachers, showcasing strengths in collaborative teamwork and identifying hurdles in utilizing technology tools. Positive aspects of PBL implementation are acknowledged, alongside challenges in introducing concepts and guiding students. The importance of infusing local culture into education emerges as a critical factor. The research identifies gaps such as inadequate training, learner disinterest, and administrative barriers. The conclusions emphasize the imperative for heightened awareness, targeted support, and a holistic approach to PBL implementation. Recommendations put forth strategies for increased awareness, improved technology proficiency, collaborative planning, and tailored teacher training. The study provides learning sessions and lesson plans designed to enhance the integration of PBL in Social Studies, highlighting its potential to elevate the educational experience.

Keywords: *Project-Based Learning (PBL), Social Studies Contextualization, Localization*

INTRODUCTION

The K–12 curriculum strives to create lifelong learners, give students enough time to master concepts and abilities, and get graduates ready for postsecondary education, middle-level skill development, the workforce, and entrepreneurship (K to 12 Curriculum). Social Studies is one of the learning areas in the Philippine K–12 Basic Education Curriculum. Its goal is to help students gain a critical understanding of the historical, geographical, sociopolitical, and economic aspects of the Philippines while also considering international and global contexts. This will enable them to become contributing members of both their community and the global community (Zubieto, A.A., 2022).

The process of aligning curriculum content with learner-relevant instructional strategies is known as curriculum contextualization. Teachers must always take individual differences into account when planning and executing lessons because of the diversity of their student body. Learning will be more effective and relevant for students if it is connected to their familiar local experiences. Localizing the curriculum is a crucial aspect of the K–12 curriculum. For communities with cultural practices distinct from the majority of people in the same locality, deepening curriculum contextualization through indigenization is crucial (DepEd Order No. 35, s. 2016). The Philippines' Social Studies curriculum is widely criticized for its heavy emphasis on content and lack of contextual relevance for students.

An instructional strategy known as project-based learning (PBL) centers on student-initiated projects that involve inquiry and tackle issues or problems that arise in the real world. Students participate in active learning in a project-based learning (PBL) setting by applying their knowledge and abilities to solve real-world issues, carry out research, and present their conclusions to real-world audiences (Lorbis, 2019). With the help of this method, students can interact with real-world scenarios, consider various points of view, and develop critical thinking, problem-solving, and communication skills. The adoption of project-based learning in Social Studies is hindered by several issues, notwithstanding its possible benefits. (Indahwati et al., 2019) Teachers may be reluctant to adopt project-based learning (PBL) because they are apprehensive about time constraints

and are not familiar with PBL techniques. In addition, careful planning, resource allocation, and continual professional development for teachers are necessary for the successful implementation of PBL (Misnawati, 2023).

According to a study conducted by Adlit et al. (2023), project-based learning (PBL) has been found to have a positive influence on students' civic engagement and their sense of agency in addressing societal issues. Although PBL is recognized as a promising pedagogical approach for improving social studies education, there is a lack of comprehensive studies that investigate its practical application and effectiveness. To fill this research gap, it is important to investigate the perceptions and adoption of Project-Based Learning (PBL) among Social Studies teachers. This exploration will shed light on how PBL can be utilized as a strategy to contextualize the curriculum and promote meaningful learning experiences for students.

Additionally, it is important to examine the integration of project-based learning (PBL) into the current curriculum of Social Studies teachers. This study aims to assess the utilization of project-based learning (PBL) as a contextualization approach among teachers in Social Studies at Secondary Schools in the 2nd Congressional District in the Province of Sorsogon. By investigating these factors, we can determine the effectiveness of PBL in promoting a deeper understanding and retention of social studies concepts.

This study determined the level of utilization of Project-based learning as an instructional approach in teaching Social Studies. Specifically, this study answered the following sub-problems:

1. . What is the level of competence of Social Studies teachers in employing project-based learning in terms of
    1.1 knowledge
    1.2 skills
    1.3 attitude?
2. What is the extent of the utilization of project-based learning in teaching Social Studies in terms of
    2.1 project planning
    2.2 project launching
    2.3 project implementation
    2.4 project conclusion
    2.5 project debriefing?
3. How do teachers employ project-based learning in the contextualization of Social Studies topics?
4. What are the gaps and issues encountered by the Social Studies teachers in using project-based learning in contextualizing Social Studies topics in terms of
    3.1 teacher factor
    3.2 learner factor
    3.3 administrator factor?
5. What learning session and sample lesson may be proposed on how to use project-based learning?

RESEARCH DESIGN AND METHODOLOGY

This study employed a mixed-method approach, utilizing quantitative and qualitative research designs to assess the contextualization of the Social Studies curriculum through Project-Based Learning. In the quantitative strand, a descriptive research design was applied to collect data on the current situation or trend, as well as what was dominant. Quality research was primarily used as an exploratory study to understand the underlying reasons, opinions, and motivations. It offered insights into the problem and aided in the development of ideas or hypotheses for future quantitative research.

Respondents

The study's respondents were 30 Social Studies teachers from various secondary schools in the 2nd Congressional District of the Province of Sorsogon. The researcher selected participants using stratified random sampling, which divides a population into smaller subgroups known as strata. On the other hand, the qualitative phase of this study necessitated the conduct of a Focused Group Discussion (FGD). For the selection of the FGD participants, the researcher chose one (1) participant from each municipality of the 2nd Congressional District of Sorsogon Province for a total of nine (9) participants.

Instruments

The study employed a researcher-made survey questionnaire. The first part of the questionnaire highlighted the level of mastery among Social Studies teachers on Project-Based Learning in terms of knowledge, skills, and attitudes toward this instructional approach. The second part of the instrument was about the extent of utilization of Project-Based Learning as an

instructional approach in teaching Social Studies. For focused group discussion, the researcher used guide questions that could help in the total formulation of questions and details. The semi-structured protocol for the FGD was validated by a panel of experts using the official qualitative validation tool. A checklist was used to determine the gaps and issues encountered by the Social Studies teachers in contextualizing the curriculum through Project-Based Learning. Before employing the tool, the researcher consulted the research adviser for guidance on selecting suitable instruments for data collection. The data from FGD were interpreted through thematic analysis.

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

Level of Competence in Employing Project-Based *Learning*

In today's rapidly changing global landscape, using PBL methods has become increasingly valuable. PBL, whether in education or the workplace, encourages active participation, and real-world application, and empowers people to tackle complex problems.

Table 1.1 provides a comprehensive overview of the competencies and knowledge of the respondents in the field of Project-Based Learning (PBL). The table presents a systematic assessment of different indicators, each assigned a weighted mean score to measure the competence and understanding displayed by respondents in specific aspects of project-based learning (PBL).

Table 1.1 *Respondents' Level of Competence Along with Knowledge of Project-Based Learning*

Indicators	Weighted Mean	Description
Can differentiate between traditional teaching methods and Project-Based Learning approaches.	3.20	Practitioner
Understood the role of assessment and evaluation in project-based learning environments.	3.13	Practitioner
Understood the fundamental concepts and principles of Project-Based Learning.	3.03	Practitioner
Know how to identify suitable topics and themes for project-based learning projects.	3.03	Practitioner
Can adapt Project-Based Learning for different age groups and learning levels.	3.00	Practitioner
Can explain the benefits of incorporating Project-Based Learning into educational settings.	2.96	Practitioner
Familiarized with various strategies for designing effective project-based learning experiences.	2.93	Practitioner
Know how to align Project-Based Learning with curriculum objectives.	2.93	Practitioner
Aware of resources and tools that can enhance the implementation of Project-Based Learning.	2.90	Practitioner
Familiarized with research and best practices related to Project-Based Learning effectiveness.	2.66	Practitioner
AVERAGE	2.97	Practitioner

Table 1.1 displays the level of competence and knowledge of the respondents in the field of Project-Based Learning (PBL). The indicator "Can differentiate between traditional teaching methods and Project-Based Learning approaches" has the highest mean of 3.20 described as a practitioner. This suggests that participants possess a considerable ability to differentiate between conventional instructional techniques and project-based learning (PBL) approaches. However, the indicator "Familiarized with research and best practices related to Project-Based Learning effectiveness" has a weighted mean of 2.66 described as practitioner. This implies that participants have limited knowledge and understanding of research and best practices related to the effectiveness of project-based -based learning (PBL). To enhance comprehension of these findings, we will examine the current literature on project-based learning (PBL), with a specific emphasis on indicators associated with high and low scores. The ability to distinguish between traditional teaching methods and Project-Based Learning approaches is a crucial factor in successfully implementing PBL. This implies that participants possess a solid understanding of the fundamental distinctions between traditional teaching and project-based learning (PBL), which is crucial for successful implementation. In contrast, traditional teaching typically entails passive learning through lectures and instruction based on

textbooks. Differentiating between these approaches is essential for educators who want to implement PBL, as it guides their teaching strategies and expectations (Tokitsu & Cabigan, 2022). Although this area obtained a lower mean score, it underscores the significance of staying updated on current research and best practices in PBL.

Table 1.2 provides a comprehensive overview of the respondents' competency and skills in Project-Based Learning (PBL). The purpose of examining Table 1.2 is to enhance the comprehension of the competencies and skills exhibited by the participants, providing insight into their preparedness for participating in PBL approaches and techniques. This analysis will help identify strengths and areas for improvement, leading to a more informed and targeted approach to integrating PBL.

Table 1.2 *Respondents' Level of Competency Along with Skills of PBL*

Indicators	Weighted Mean	Description
Can facilitate collaborative teamwork among students during project-based learning experiences.	3.23	Practitioner
Have the ability to provide timely feedback to students during project-based learning.	3.20	Practitioner
Can integrate real-world connections and authentic tasks into project-based learning projects.	3.16	Practitioner
Can guide students through planning, executing, and presenting project-based work.	3.16	Practitioner
Have the skill to encourage critical thinking and problem-solving through project-based learning.	3.06	Practitioner
Can effectively manage classroom dynamics and time during project-based learning.	3.03	Practitioner
Skilled in adapting project-based learning based on individual student needs.	2.93	Practitioner
Can design engaging project-based learning activities that align with learning objectives.	2.93	Practitioner
Proficient in using technology tools to enhance project-based learning projects.	2.90	Practitioner
Skilled in creating project-based assessments that accurately measure student understanding.	2.76	Practitioner
AVERAGE	3.03	Practitioner

Table 1.2 presents an analysis of the respondents' competency and skills in Project-Based Learning (PBL). The analysis includes multiple indicators, each accompanied by a weighted mean score and description. The table offers insights into the proficiencies and capabilities of the respondents in facilitating PBL. It provides valuable information on their readiness to engage with PBL practices and methodologies. The indicator "Can facilitate collaborative teamwork among students during project-based learning experiences" has the highest mean in Table 1.2, with a weighted mean of 3.23 described as practitioner. This implies that the participants demonstrate a considerable level of proficiency in promoting collaborative teamwork within the framework of project-based learning (PBL). In contrast, the indicator "Proficient in using technology tools to enhance project-based learning projects" has the lowest mean, specifically 2.90 described as a practitioner. This suggests that respondents could improve their use of technology to enhance PBL initiatives.

The indicator "Facilitates collaborative teamwork among students in project-based learning" highlights the importance of collaboration in PBL. Gaňa (2021) highlights the significance of collaborative learning in effective project-based learning (PBL). The high mean of this indicator indicates that respondents possess strong skills in fostering a collaborative environment for students to engage in authentic, real-world projects and share ideas. In contrast, the low-scoring indicator "Proficient in using technology tools to enhance project-based learning projects" suggests room for improvement in incorporating technology into PBL. Technology can enhance PBL experiences by providing students with access to information, research tools, and platforms for presentation and collaboration. The fact that the respondents' mean score was lower in this particular area suggests that there may be a requirement for more support and training to successfully incorporate technological tools into project-based learning (PBL).

Table 1.3 presents a comprehensive overview of respondents' competence levels and attitudes towards Project-Based Learning (PBL). This crucial dataset encapsulates the participants' proficiency and sentiments regarding the PBL approach,

offering valuable insights into the study. The table not only quantifies the level of competence in PBL but also delves into the attitudes exhibited by respondents.

Table 1.3 *Respondents' Level of Competence Along with Attitude on PBL*

Indicator	Weighted Mean	Description
Feels that project-based learning can improve student learning.	3.50	Practitioner
Values encouraging student autonomy and project-based, self-directed learning.	3.43	Practitioner
Positive that project-based learning will increase students' motivation.	3.33	Practitioner
Convinced that project-based learning equips students to face obstacles in the workplace and in real life.	3.30	Practitioner
Willing to investigate novel project-based learning strategies and concepts.	3.26	Practitioner
Committed to creating a collaborative and encouraging atmosphere while working on projects.	3.26	Practitioner
Devoted to enhancing project-based learning facilitation abilities constantly	3.23	Practitioner
Sees obstacles in project-based learning as chances for development and creativity	3.23	Practitioner
Passionate about incorporating project-based learning into instructional strategies.	3.20	Practitioner
Self-assured in creating interesting and worthwhile project-based learning activities.	3.16	Practitioner
AVERAGE	3.29	Practitioner

Table 1.3 presents data on the respondents' proficiency and disposition towards Project-Based Learning (PBL). The indicator "Feels that project-based learning can improve student learning" has the highest mean in Table 1.3, with a weighted mean of 3.50 described as practitioner. There is a clear consensus among respondents that PBL has the potential to greatly enhance students' learning experiences. The indicator "Self-assured in creating interesting and worthwhile project-based learning activities" has the lowest mean, with a weighted mean of 3.16 described as practitioner. This implies that participants may possess lower levels of self-assurance in their capacity to create captivating project-based learning (PBL) tasks. The indicator " Feels that project-based learning can improve student learning" reflects a positive attitude towards PBL. Belief in the effectiveness of project-based learning (PBL) is essential for its successful implementation. Educators who hold this belief are more inclined to adopt PBL methods and actively pursue ongoing improvement (Ortega & de Guzman, 2021).

In contrast, the indicator "Confident in creating meaningful and engaging project-based learning activities" with a low score raises a potential concern. Developing effective PBL activities necessitates meticulous planning and alignment with educational goals. Educators who feel uncertain in this domain could benefit from further training and support to enhance their abilities to create impactful PBL experiences (Patricio-Lim & Book, 2022). This indicator highlights the importance of professional development opportunities that concentrate on pedagogical approaches and strategies for designing captivating PBL activities.

Utilization of Project-Based Learning in Teaching Social Studies

The utilization of Project-Based Learning (PBL) in teaching Social Studies unfolds as a dynamic exploration into the integration of this pedagogical approach within the realm of social studies education. This section delves into the multifaceted dimensions of how educators employ PBL strategies to elevate student engagement, nurture critical thinking, and deepen comprehension of social studies concepts.

Table 2.1 provides a succinct yet comprehensive exploration of the extent to which Project-Based Learning (PBL) is utilized in the context of project planning. This table offers valuable insights into the prevalence and integration of PBL methodologies within the realm of project planning activities. By quantifying the degree of utilization, the table serves as a pivotal reference point for understanding the current landscape of PBL application in project planning.

Table 2.1 *Extent of Utilization of Project-Based Learning in Project Planning*

Indicator	Weighted Mean	Description
Dedicated to ensuring that project planning includes student collaboration and creativity.	3.96	Utilized in High Extent
Possessed the skills to set clear learning objectives that align with the	3.90	Utilized in High Extent

curriculum when planning projects.		
Capable of adapting project plans based on student interests and needs.	3.83	Utilized in High Extent
Capable of identifying relevant and meaningful topics for project-based learning in Social Studies.	3.83	Utilized in High Extent
Can differentiate between short-term and long-term project-based learning activities.	3.76	Utilized in High Extent
Confident in selecting appropriate resources and materials to support project-based learning.	3.73	Utilized in High Extent
Possessed the knowledge to integrate cross-curricular connections into Social Studies projects.	3.73	Utilized in High Extent
Skilled in designing project-based activities that cater to various learning styles in Social Studies.	3.63	Utilized in High Extent
Can outline the steps and stages required for successful project implementation.	3.60	Utilized in High Extent
Proficient in creating a project plan with assessment strategies and criteria.	3.60	Utilized in High Extent
AVERAGE	3.75	Utilized in High Extent

Table 2.1 examines the utilization of Project-Based Learning (PBL) in project planning for teaching Social Studies, a subject in the Philippines. The indicator "Dedicated to ensuring that project planning includes student collaboration and creativity" has the highest mean in Table 2.1, with a weighted mean of 3.96 described as utilized to a high extent. The findings indicate a strong commitment among the respondents to integrating student collaboration and creativity into project planning. The indicator "Proficient in creating a project plan with assessment strategies and criteria" has the lowest mean, with a weighted mean of 3.60 described as utilized to a high extent. This suggests that although respondents show a strong level of utilization in project planning, there is potential for improvement in their ability to effectively integrate assessment strategies into their project plans. The indicator "Dedicated to ensuring that project planning includes student collaboration and creativity" demonstrates a strong commitment to the fundamental principles of project-based learning (PBL) The project-based learning (PBL) approach emphasizes cooperation and creativity, so encouraging student teamwork, inventive problem-solving, and interaction with the real world (Hossein-Mohand et al., 2021). The high mean score suggests that educators are committed to cultivating a student-centered and innovative learning atmosphere. The indication that states "Proficient in creating a project plan with assessment strategies and criteria" emphasizes the significance of good assessment practices in the context of project-based learning. Assessment plays a significant part in the success of PBL. Respondents demonstrate a great proclivity toward project planning; nonetheless, it may be beneficial to incorporate complete assessment methodologies and criteria if they receive further training and support.

Table 2.2 serves as a vital snapshot of the Extent of Utilization of Project-Based Learning (PBL) specifically within the domain of Project Launching. By quantifying the extent of utilization, the table provides valuable insights into the integration of PBL practices at the crucial stage of project launch.

Table 2.2 *Extent of Utilization of Project-Based Learning in Project Launching*

Indicators	Weighted Mean	Description
Fosters an environment of support to inspire students to complete projects.	4.03	Utilized in High Extent
Self-assured in speaking to pique students' interest in projects.	3.96	Utilized in High Extent
Committed to helping students develop a sense of accountability and ownership.	3.93	Utilized in High Extent
Competent in describing the significance and practical implications of Social Studies projects.	3.90	Utilized in High Extent
Devoted to resolving any difficulties that students might encounter while working on projects.	3.90	Utilized in High Extent
Successfully links the project's theme to more general Social Studies educational objectives.	3.90	Utilized in High Extent
Get students' interest and stimulate their curiosity when they are working on projects.	3.86	Utilized in High Extent

At project launch, makes expectations, guidelines, and assessment criteria clear.	3.86	Utilized in High Extent
Effectively responds to inquiries and worries from students when the project is being launched.	3.86	Utilized in High Extent
Successfully presents students with the ideas and objectives of project-based learning.	3.70	Utilized in High Extent
AVERAGE	3.89	Utilized in High Extent

Table 2.2 presents a comprehensive overview of the utilization of Project-Based Learning (PBL) in the implementation of Social Studies teaching projects. The indicator " Fosters an environment of support to inspire students to complete projects" has the highest mean in Table 2.2, with a weighted mean of 4.03 described as utilized to a high extent. This implies that educators are skilled at creating a motivating and supportive environment when initiating projects. In contrast, the indicator "Successfully presents students with the ideas and objectives of project-based learning" has the lowest mean of 3.70 described as utilized to a high extent. Educators show a strong inclination towards using project-based learning (PBL), but they could improve their ability to effectively introduce PBL concepts and goals to students.

The high-scoring indicator, "Fosters an environment of support to inspire students to complete projects," reflects a teaching approach that prioritizes student motivation and engagement. When it comes to inspiring students to actively participate in the learning process, the authors argue that it is essential to instill in them a sense of ownership and responsibility. Educators have a strong commitment to the implementation of PBL, as indicated by the high mean in this particular component. On the other hand, the indicator that received a low score, which was titled "Successfully presents students with the ideas and objectives of project-based learning," indicates that there is a need for improvement in effectively communicating PBL concepts and objectives.

Table 2.3 stands as a pivotal representation of the Extent of Utilization of Project-Based Learning (PBL) during the critical phase of Project Implementation. This table provides a nuanced exploration of the degree to which PBL methodologies are woven into the fabric of project execution. By quantifying the extent of utilization, the table offers invaluable insights into how PBL practices are applied in the real-world context of project implementation.

Table 2.3 *Extent of Utilization of Project-Based Learning in Project Implementation*

Indicators	Weighted Mean	Description
Committed to promoting an inclusive and respectful classroom environment during project implementation.	4.03	Utilized in High Extent
Possessed the skills to facilitate collaborative teamwork among students during project implementation.	4.00	Utilized in High Extent
Can adapt my teaching approach based on the needs and interests of individual students.	3.93	Utilized in High Extent
Ensured that students are on track and meeting the project's objectives.	3.93	Utilized in High Extent
Confident in facilitating students' reflection on their learning experiences throughout project implementation in Social Studies.	3.93	Utilized in High Extent
Dedicated to fostering time management skills among students during project work.	3.86	Utilized in High Extent
Adept at guiding students through the various phases of project-based learning in Social Studies.	3.83	Utilized in High Extent
Proficient in providing guidance and support as students research and gather information.	3.83	Utilized in High Extent
Can effectively monitor student progress and offer timely feedback during project implementation.	3.83	Utilized in High Extent
Skilled at encouraging critical thinking and problem-solving as students work on their projects.	3.83	Utilized in High Extent
AVERAGE	3.90	Utilized in High Extent

The indicator "Committed to promoting an inclusive and respectful classroom environment during project implementation" has the highest mean, with a weighted mean of 4.03 described as utilized to a high extent. This indicator indicates that educators demonstrate a strong commitment to fostering an inclusive and respectful classroom environment during the implementation of project-based learning. In contrast, multiple indicators related to guiding and supporting students in project work and fostering critical thinking and problem-solving skills have the lowest mean, which is 3.83 when weighted and described as utilized to a high extent.

These indicators indicate a lower level of use, but they still qualify as "High Extent Utilization." Project-Based Learning (PBL) prioritizes student-centered learning, emphasizing critical thinking, problem-solving, and collaboration skills. Creating an inclusive and respectful classroom environment during PBL is consistent with research highlighting the importance of a safe and supportive environment for students. According to the findings, teachers who emphasize respect and inclusivity foster an environment conducive to students achieving objectives through project-based learning (PBL). However, the indicators related to guiding and supporting students in different stages of PBL, providing timely feedback, and promoting critical thinking and problem-solving have the lowest mean values. The small discrepancy in mean values suggests that there is potential for educators to enhance their performance in these specific areas. Moral and Cabigan (2021) highlight the importance of guidance and support in project-based learning (PBL). The research highlights the importance of educators who are skilled in offering guidance and feedback in facilitating the success of PBL.

Table 2.4 serves as a comprehensive snapshot detailing the Extent of Utilization of Project-Based Learning (PBL) during the conclusive phase of projects, aptly labeled as "Project Conclusion." This table provides insights into how PBL methodologies are incorporated and applied as projects draw to a close.

Table 2.4 *Extent of Utilization of Project-Based Learning in Project Conclusion*

Indicators	Weighted Mean	Description
Dedicated to celebrating students' achievements and contributions during project conclusions.	4.06	Utilized in High Extent
Encouraged students to evaluate their project outcomes and identify areas for improvement critically.	4.03	Utilized in High Extent
Confident in ability to promote a sense of closure and learning enrichment after projects.	4.00	Utilized in High Extent
Can assist students in showcasing their acquired knowledge and skills during project conclusions.	4.00	Utilized in High Extent
Know how to help students reflect on their learning journey and growth throughout the project.	3.96	Utilized in High Extent
Capable of fostering a sense of accomplishment and pride among students as they conclude their projects.	3.96	Utilized in High Extent
Committed to highlighting the connections between the project outcomes and Social Studies concepts.	3.90	Utilized in High Extent
Skilled in facilitating students' presentations or exhibitions of their completed projects.	3.86	Utilized in High Extent
Proficient in effectively guiding students to wrap up their project-based learning activities	3.86	Utilized in High Extent
Can help students synthesize their findings and outcomes in Social Studies projects.	3.80	Utilized in High Extent
AVERAGE	3.94	Utilized in High Extent

Table 2.4 displays the extent to which project-based learning (PBL) is used in the final stages of Social Studies projects, along with various key descriptors. The indicator "Dedicated to celebrating students' achievements and contributions during project conclusions" has the highest mean of 4.06, indicating high utilization. In contrast, several indicators have the lowest mean of 3.80, which is still considered high utilization but slightly lower. Celebrating students' accomplishments is critical in PBL for fostering motivation and self-esteem, as emphasized by Pastor et al. (2022). It not only makes them feel proud and accomplished, but it also shows that their efforts are valued and appreciated.

The indicators with the lowest mean value of 3.80 assist students in synthesizing their findings and outcomes from Social Studies projects. Although slightly lower, they remain in the "Utilized in High Extent" category. Synthesizing findings is critical because it encourages critical thinking and reflection, which aligns with Social Studies concepts (Suhirman & Ghazali, 2022). Despite the lower mean value, assisting students in synthesizing their findings remains critical to effective PBL. Furthermore, encouraging students to critically evaluate their project outcomes and identify areas for improvement, which received a high mean of 4.03, is consistent with research emphasizing metacognition and reflection in learning.

Table 2.5 provides a significant depiction of the utilization of Project-Based Learning (PBL) during the critical stage of Project Debriefing. The table provides a comprehensive overview of the integration of PBL methodologies in the reflective and analytical process following project completion. The table quantifies the use of PBL in project debriefing, offering insights into how this educational approach contributes to post-project assessment.

Table 2.5 *Extent of Utilization of Project-Based Learning in Project Debriefing*

Indicators	Weighted Mean	Description
Dedicated to promoting a supportive atmosphere where students feel comfortable sharing their reflections.	4.06	Utilized in High Extent
Can facilitate discussions that encourage students to share their challenges and successes during projects.	4.00	Utilized in High Extent
Committed to using project debriefing as an opportunity to encourage metacognition and self-awareness.	3.93	Utilized in High Extent
Effectively guide students in reflecting on their experiences and insights gained from the projects.	3.90	Utilized in High Extent
Can guide students in linking their project experiences to real-world scenarios in Social Studies.	3.90	Utilized in High Extent
Encouraged students to articulate how the projects deepened their knowledge and critical thinking.	3.90	Utilized in High Extent
Confident in my ability to help students conclude their growth as learners through project-based learning experiences.	3.90	Utilized in High Extent
Skilled in fostering collaboration during project debriefing sessions.	3.86	Utilized in High Extent
Possessed the skills to help students analyze the impact of project-based learning on their understanding of Social Studies concepts.	3.80	Utilized in High Extent
Proficient in helping students identify transferable skills acquired through project-based learning.	3.80	Utilized in High Extent
AVERAGE	3.90	Utilized in High Extent

Table 2.5 summarizes the use of project-based learning (PBL) during the project debriefing phase in Social Studies projects. The indicator "Dedicated to promoting a supportive environment where students feel comfortable sharing their reflections" has the highest mean value of 4.06, indicating that it is used extensively. In contrast, the two indicators share the lowest mean value of 3.80, indicating a slightly lower level of utilization that still falls within the "Utilized in High Extent" category. The indicator with the highest mean highlights the importance of creating a safe and nurturing environment for students during project debriefing sessions. Project-based learning (PBL) is extremely beneficial since it allows students to identify abilities that may be applied in other contexts. The mean score of 3.93 suggests a commitment to employing project debriefing as a tool to improve metacognition and self-awareness. The significance of metacognition in project-based learning (PBL) is emphasized, underscoring the advantages that students gain from engaging in self-assessment and reflecting on their learning processes.

Contextualization of Social Studies Topics through Project-Based Learning

a. Indigenization and Localization in Social Studies through Project-Based Learning

Contextualizing Local Learning. Participants emphasized the significance of connecting Social Studies topics to their local environment through Project-Based Learning. This approach helps teachers and students understand concepts by presenting lessons within the context of their community's resources and cultural practices, making them more realistic and relevant.

Connecting Lessons to Real-World Experiences. Participants emphasized the importance of indigenization and localization in connecting Social Studies lessons to community-based issues. This connection preserves cultural heritage, fosters cultural identity and pride, and connects classroom learning to practical community challenges, thereby improving students' understanding and appreciation of Social Studies.

Deepening Understanding of Culture and Community. Participants discussed how indigenization and localization can help students better understand their culture and community. This approach allows students to create projects that reflect their interests while also addressing community needs, thereby increasing their involvement and awareness of their role in the community.

b. Strategies for Infusing Local Culture into Project-Based Learning

Experiential Learning and Real-World Experiences. Participants prioritize hands-on learning with activities such as situational analysis, community surveys, and interviews. This approach makes Social Studies topics more relevant by allowing students to interact with real-world scenarios.

Community-Based Learning. Participants advocate for students to address local issues using inquiry-based methods. They use technology to document projects, emphasizing the importance of local context in problem solving and promoting community engagement in learning.

Integrative Approaches and Differentiated Instruction. Educators use integrative approaches and differentiated instruction to accommodate different learning preferences. This addresses individual needs and promotes an inclusive learning environment.

Utilizing Local Resources and Primary Sources. Participants emphasize the importance of utilizing local resources such as old photos, artifacts, and primary documents to connect academic knowledge with local history and culture. This approach encourages historical thinking and provides authentic insights into the community's heritage.

c. Focused Skills in Project-Based Learning and Aligning with Community Needs

Creativity, Innovation, and Cognitive Skills. Participant 2 emphasizes the importance of creativity, innovation, and cognitive skills in project-based learning. Foundational knowledge is regarded as critical for developing these skills, which are linked to community needs through problem-solving initiatives and collaborative projects.

Critical Thinking, Decision-Making, and Collaboration. Participants focus on activities that encourage critical thinking, decision-making, and collaboration. These abilities are honed through collaborative projects such as tree planting, which cultivate informed decision-makers capable of meeting community needs.

Real-Life Relevance, Expressive Skills, and Cross-Cultural Awareness. Participants concentrate on practical examples and community issues. They seek to improve expressive skills, critical thinking, and cross-cultural awareness, ensuring that projects address real-world community needs and promote effective communication.

d. Learning through Local Context in Project-Based Education

Group Collaboration and Responsibility. Participant 1 emphasizes collaborative learning as a means for students to comprehend their roles in society. Working together, students understand their responsibilities as responsible members of their community.

Relatability and Local Relevance. Participant 2 discusses how projects based on local context make learning more relevant to students. This approach allows them to better understand their culture and environment.

Teamwork, Problem Solving, and Cultural Exploration. Participant 4 talks about how projects promote teamwork, problem solving, and cultural exploration. Students gain a better appreciation and understanding of their traditions and surroundings by immersing themselves in their culture via projects. This process also improves their identity and consciousness, according to Penuel et al. (2022).

e. Outputs of Project-Based Learning in Social Studies

Artistic Creations Inspired by Local Culture. Participant 2 encourages students to create artwork, music, or performances inspired by local culture. These works celebrate and preserve local heritage, which is frequently displayed through exhibitions or performances.

Research Works and Recommendations for the Locality. Participant 2 encourages students to create artwork, music, or performances inspired by local culture. These works celebrate and preserve local heritage, which is frequently displayed through exhibitions or performances.

Real-Life Situations, Customization, and Appropriateness Participant 5 emphasizes the significance of outputs that depict real-life situations tailored to the local environment, culture, and resources. This customization ensures that lessons are relevant and appropriate for students, helping them understand concepts by connecting them to their own experiences.

f. Learning Resources in Contextualizing Project-Based Learning

Local Texts and Literature. Participant 1 emphasizes the importance of using local texts and literature to help students understand their projects. By incorporating regional history books, indigenous folklore, or works by local authors, educators provide insights into local culture and history, fostering a stronger bond between students and the subject matter.

Utilization of Local Products and Concrete Examples. Participant 4 advocates for using locally sourced products and concrete examples in the community to improve learning. Educators make learning more relevant and engaging by allowing students to interact with or examine tangible representations of lesson topics in the community.

Utilization of Community Resources. Participant 7 emphasizes the use of community resources for learning. Educators follow asset-based community development principles by incorporating resources that students are familiar with and are readily available in the community. This approach acknowledges the importance of community strengths and resources in the learning process.

g. Impact of Locally Tailored Social Studies Projects on Students

Local Heritage Connection. Participant 2 describes a project in which students researched local historical sites and heroes before creating brochures to share their hometown's stories. This made students proud of their heritage and helped them feel more connected to their roots, which aligns with the concept of historical consciousness.

Local Product Creation and Economic Awareness. Participant 3 discusses a project in which grade 9 students made local products such as pili nuts and banana chips for an economics class. This activity helped students appreciate the products' importance in their community while also improving their understanding of economic concepts.

Understanding and Connection to Culture. Participant 6 discusses how Social Studies enables students to engage with and connect to their culture while also broadening their knowledge of the world and other cultures. This broader perspective helps students engage with and appreciate their own culture.

Boosting Confidence through Learning. Participant 7 reports significant improvements in the learning process across cognitive, psychomotor, and affective domains. These enhancements increase students' confidence in their learning abilities, emphasizing the significance of such advancements in their educational journey.

Issues and Gaps Encountered Using Project-Based Learning in Contextualizing Social Studies

This section explores the challenges faced during the implementation of project-based learning (PBL) in the specific subject's context. The challenges posed by resource limitations and assessment complexities have implications for educators and students.

Table 3.1 specifically examines the Teacher Factor. This section examines the challenges and deficiencies encountered by educators when implementing PBL in the Social Studies framework. The concept of the Teacher Factor encompasses the responsibilities, skills, and difficulties that educators face when incorporating project-based learning (PBL) approaches. Comprehending these matters is crucial for addressing gaps, improving strategies, and enhancing the overall effectiveness of PBL in Social Studies education.

Table 3.1 *Teacher Factor*

Issues Encountered	Frequency (f)	Rank
Insufficient training and lack of professional development opportunities to equip teachers with the skills to implement Project-Based Learning in the context of Social Studies.	29	1
There is a lack of resources that support the contextualization of Social Studies content, including culturally sensitive materials and authentic primary sources.	26	2
Lack of time for planning and collaboration obstructs teachers from creating elaborate project-based learning experiences tailored to the contextualization of Social Studies topics.	22	3
The absence of supportive mentorship and guidance from experienced educators hinders teachers when incorporating Project-Based Learning into Social Studies instruction.	20	4
The absence of continuous reflection and self-assessment prevents teachers from refining their strategies and overcoming the gaps in effectively contextualizing Social Studies topics through project-based learning.	17	5
There is a lack of collaborative learning communities among teachers to address challenges in teaching contextualized Social Studies topics.	16	6
Teachers faced difficulties in adapting and designing contextually relevant project-based activities that align with curriculum objectives and local culture	14	7
Teachers faced difficulty in developing assessment strategies that accurately measure student understanding of Social Studies concepts.	11	8
There is a difficulty in balancing the integration of local perspectives and national curriculum standards in Social Studies.	10	9
The teacher's inability to manage diverse student groups and provide individualized support during project-based learning hinders the effectiveness of the contextualization process.	8	10

The lack of professional development and training opportunities for teachers to effectively implement Project-Based Learning in the context of Social Studies has been identified as the most significant issue. The frequency of this problem is 29. On the other hand, the lowest mean score (occurring 8 times) is linked to the teacher's incapacity to manage diverse student groups and provide individualized support during project-based learning. The main barrier to project-based learning implementation in the Social Studies context is the scarcity of opportunities for teacher professional development and training. This issue is critical because it directly affects teachers' ability to effectively incorporate PBL into their teaching methods. Perusso and Baaken (2020) emphasize the importance of ongoing professional development for teachers to improve their skills and stay current on pedagogical innovations. Without adequate support and training, educators may find it difficult to design and implement PBL activities in Social Studies that incorporate contextualization and promote meaningful learning experiences. It is critical to recognize that PBL requires specific skills and approaches from teachers.

Table 3.2 explores the challenges and deficiencies associated with the learner factor in the contextualization of Social Studies through Project-Based Learning. This table examines the challenges encountered by students during their engagement in project-based learning (PBL) activities. It provides insights into the factors that either impede or enhance their learning experiences.

Table 3.2 *Learner Factor*

Issues Encountered	Frequency (f)	Rank
Learners lack interest and motivation to connect with contextually relevant Social Studies topics through project-based learning.	21	1.33
Learners are struggling to navigate and integrate cultural elements into their project outputs.	21	1.33
Language barriers and varying literacy levels significantly prevent students from exploring, analyzing, and presenting their understanding of contextualized Social Studies concepts.	21	1.33
Learners have a lack of effort to find resources that are available in their community.	20	4
Learners are hesitant about their abilities related to project-based implementation.	19	5
Learners have difficulty in doing project-based learning activities independently.	18	6
Not all students engage in project-based learning because they prefer traditional forms of learning.	16	7
Developing strong communication and technology-related skills is challenging among	15	8

students, affecting their project-based learning experiences in Social Studies.		
Learners have varied learning preferences and prior knowledge, so they find it hard to engage in project-based learning activities in the context of Social Studies.	14	9.5
Learners want to avoid participating because they find project-based learning activities challenging.	14	9.5

Table 3.2 displays the highest and lowest mean scores, indicating the various difficulties students face in Project-Based Learning (PBL) within Social Studies. The most critical issues, with a mean score of 1.33, are learners' lack of interest in contextually relevant topics, difficulty integrating cultural elements, and language barriers. These factors interact and influence the effectiveness of PBL. Revelle et al. (2020) emphasize the importance of learner motivation for engagement. Cultural integration and language proficiency are essential for a thorough understanding of Social Studies topics. Language limitations impede communication and expression. Surprisingly, accessing community resources receives the lowest mean, indicating that learners are not making an effort to use available resources.

Table 3.3 with a specific focus on the Admin Factor, plays a crucial role in understanding and addressing challenges faced in the administrative domain. This table examines the organizational landscape and its impact on the integration of PBL in Social Studies, specifically focusing on administrative decisions, policies, and support structures. The Admin Factor refers to the involvement of educational administrators, their policies, and the institutional support necessary for the successful implementation of PBL strategies.

Table 3.3 *Admin Factor*

Issues Encountered	Frequency (f)	Rank
Inadequate technology and infrastructure support hinder teachers from integrating digital tools and resources for contextually rich project-based learning in Social Studies.	26	1
Allocates insufficient funds for procuring culturally relevant resources and materials to support the contextualization of the Social Studies curriculum.	24	2
There is a lack of time for collaboration and planning to address the challenges of incorporating contextualized Social Studies topics into project-based learning.	19	3
Neglects to ensure teachers receive professional development opportunities focused on effective project-based learning strategies within Social Studies.	18	4
The absence of collaborative efforts between administration and teachers leads to the misalignment of project-based learning initiatives with educational goals and curriculum standards for Social Studies.	17	5
The lack of continuous administrative community engagement weakens the foundation for successful contextualized project-based learning in Social Studies.	16	6
The lack of evaluation metrics from the administration hinders the successful implementation of project-based learning in Social Studies.	14	7
Administrators' lack of commitment to valuing and recognizing the integration of local culture and context diminishes the significance of project-based learning for Social Studies learners.	11	8.5
Administrators' failure to create an environment that encourages experimentation and innovation restricts teachers from exploring different approaches to contextualized project-based learning in Social Studies.	11	8.5
The administration has a strict curriculum that prevents teachers' creativity and flexibility in integrating local contexts in Social Studies through project-based learning.	10	10

Table 3.3 shows the highest and lowest mean scores, demonstrating the difficulties administrators face when implementing Project-Based Learning (PBL) in Social Studies. The most significant issue, with a frequency of 26, is the difficulty teachers face in integrating digital tools and resources due to insufficient technological support. In contrast, the lowest mean score is associated with the administration's curriculum restrictions, which limit teachers' creativity and flexibility in incorporating local contexts into PBL. To improve learning, administrators must provide educators with the resources and tools they need to integrate digital technology while addressing infrastructure limitations. Furthermore, promoting curriculum flexibility allows teachers to create culturally relevant PBL activities, which enhances students' learning experiences.

The primary concern remains the restrictive curriculum that hampers teachers' ability to incorporate local contexts, limiting their creativity and flexibility. As stated by Sugiyanto et al. (2020), the design of the curriculum has a significant influence on the methods that are utilized in the classroom. Within the framework of Social Studies, a rigid curriculum may make it more difficult for teachers to successfully implement Project-Based Learning (PBL), which in turn reduces the likelihood of students having contextually rich learning experiences. Administrators should prioritize curriculum flexibility and adaptability to empower teachers in designing relevant and culturally appropriate PBL activities.

Proposed Project-Based Learning Session Matrix

Topic: Using Project-Based Learning (PBL) to Contextualize Social Studies Topics
Objectives: By the end of the learning session, participants will understand the principles of Project-Based Learning and be able to create a sample PBL lesson plan to contextualize Social Studies topics.

CONCLUSION AND RECOMMENDATION

Social Studies teachers are skilled practitioners in Project-Based Learning (PBL), extensively using it in planning, launching, implementing, concluding, and debriefing projects. They contextualize Social Studies topics through PBL by engaging students with their surroundings, using local resources, and involving them in the community for place-based learning. Challenges include insufficient teacher training, student disinterest, and varying literacy levels. To address these challenges:

1. Capacity-building sessions during Learning Action Cells (LACs) can help teachers become PBL experts.
2. A balanced approach across all PBL phases should be maintained by consistently integrating PBL processes.
3. PBL in Social Studies should focus on local culture, prioritizing adaptability, and using local resources.
4. Teacher training on PBL contextualization should be part of professional development, possibly within LACs.
5. Customized strategies, considering student interests and literacy levels, can enhance engagement in PBL activities.
6. School administrations should provide technology support for successful PBL integration.
7. Proposed learning sessions and sample lesson plans can assist teachers in using PBL for Social Studies topics.
8. Future research should focus on best practices in PBL utilization and its effectiveness in teaching core learning areas.

Conflict of Interest

The author declares to have no conflict in this study

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