ENHANCING LEARNING INTEREST IN ARALING PANLIPUNAN 3 THROUGH THE USE OF MULTIMEDIA-BASED INSTRUCTION

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ABSTRACT

Araling Panlipunan is one of the subjects in the elementary curriculum that students find uninteresting. The purpose of this study was to address this dilemma in the Araling Panlipunan subject. This study focused on enhancing the learning interest of the Grade 3 students at Cateel Central Elementary School through multimedia-based instruction. The instrument for collecting data was through pretest and post-test questionnaires. Results proved that before the utilization of multimedia-based instruction, students from both the control and experimental group had low interest in Araling Panlipunan. However, after implementing the intervention, the results indicated that their learning interest improved as evident in their improvement in the post-test. Overall, the results showed that using multimedia-based instruction as an intervention in enhancing the learning interest in Araling Panlipunan is effective. Hence, the use of multimedia-based instruction in enhancing learning interest is recommended to ensure a successful teaching-learning process in Araling Panlipunan.

Keyword: *Araling Panlipunan, learning interest, multimedia- based instruction, elementary education*

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1. INTRODUCTION

In the Philippines, Araling Panlipunan (Social Studies) is a crucial subject that aims to promote contextualizing and localizing assessments, allowing students to apply what they have learned in the actual world (Navalta, 2021). Through Araling Panlipunan, pupils grow in their understanding of knowledge of the world, including other cultures and their worth in various eras, locations, and circumstances. Additionally, they develop a perspective on their surroundings and how it is developing (Lao-at, 2019). Araling Panlipunan (AP) is our backdoor to the past, our current course in the present, and our front door to the future.

Academic success depends on interest, which is a potent motivating factor that drives learning, directs academic and professional paths, and energizes learning (Tashlanovna, 2022). Unfortunately, most students regard Araling Panlipunan, or social studies, to be uninteresting (Crisolo & Camposano, 2021). This is mostly due to the subject's emphasis on history, economics, and politics, as well as government, the Constitution, and society. As a result, students' perceptions of their learning are directly influenced by their interest, pedagogical impact, and learning performance, and indirectly by their interactions with their instructors, their responsiveness, the way the course is organized, their likeability/concern, and their learning performance, in which nearly all abilities, information, routines, and attitudes are developed during the educational process.

Several characteristics, including interests, favorable psychological aspects, motivation, attitudes, discipline, and others, are necessary to produce positive learning results (Herpratiwi & Ahmad, 2022).

Despite being an interesting subject, the literature reveals that students exhibit a lack of interest in Araling Panlipunan, resulting in misbehavior during class discussions, a lack of motivation to learn, and failure to complete the subject's tasks (Cosme, 2019). Moreover, existing pedagogies have failed to address this problem, resulting in ineffective teaching and learning practices in the subject. Thus, there is a need to develop appropriate pedagogies that should be creatively implemented to maximize opportunities and meet demands of the 21st-century effective

learning. A deep grasp of how kids learn, particularly in Araling Panlipunan, will always be the foundation of effective teaching tactics (Javina et al., 2019).

Despite existing studies on pedagogies that aim to enhance student interest and motivation in Araling Panlipunan, a gap still exists in developing multimedia-based instruction that effectively addresses this issue. Specifically, the literature reveals that while multimedia-based instruction is an effective teaching method in other subjects, there are limited studies on how it can enhance student interest and motivation in Araling Panlipunan. Thus, this study aims to develop and implement multimedia-based instruction that will effectively enhance student interest and motivation in Araling Panlipunan among grade three pupils. This will contribute to the existing literature by addressing the gap in developing multimedia-based instruction that effectively enhances student interest and motivation in Araling Panlipunan, which can ultimately lead to improved teaching and learning practices in the subject.

1.1 Statement of the Problem

The research aims to enhance the learning interest in Araling Panlipunan of the pupils in Cateel Central Elementary School. Specifically, it seeks to answer the following questions:

1. What is the level of pretest score in terms of learning interest in Araling Panlipunan among Grade 3 pupils in Cateel Central Elementary School for both the control and experimental groups?
2. What is the level of post-test score in terms of learning interest among Grade 3 pupils in Cateel Central Elementary School for both the control and experimental groups?
3. Is there a significant difference in the pretest results between the control and experimental groups in terms of learning interest?
4. Is there a significant difference in the post-test results between the control and experimental groups in terms of learning interest?
5. Is there a significant difference in the results between the pretest and post-test scores of the control and experimental groups?

1.2 Scope and Limitation

This study was focused on enhancing the learning interest of Grade 3 pupils in Araling Panlipunan through multimedia-based instruction. This study was conducted at Cateel Central Elementary School which is located at Castro Avenue, Poblacion, Cateel, Davao Oriental. It was implemented from February to April 2023 and involved Grade 3 pupils of the school year 2022-2023 as respondents. In this study, learning interest is limited to the learning competency, "Nailalarawan ang mga kultura ng mga lalawigan na kinabibilangang rehiyon (AP3PKR-IIIA-1).

1.3 Delimitation

The data gathered in this study were focused on the aforementioned objectives and were limited to the duration of the intervention. The research processes strictly were followed, and the privacy of the information provided by the participants was acknowledged and respected.

2. REVIEW OF RELATED LITERATURE

This chapter presents and discusses existing research that has results related to the study.

2.1 Learning Interest in Araling Panlipunan

Araling Panlipunan is a subject that aims to teach students about Philippine history, culture, and society. However, students' learning interest in this subject has been consistently low. Studies have shown that many students find Araling Panlipunan to be a difficult and uninteresting subject. The National Achievement Test (NAT) results from 2016 to 2018 showed that Araling Panlipunan had the lowest mean percentage score among all the subjects tested (DepEd, 2018).

In addition, Derraco and Derraco (2022) found that students perceived Araling Panlipunan as a boring subject due to the use of traditional teaching methods, such as lectures and textbooks. Students had difficulty understanding the subject matter, which contributed to their low learning interest. Kelley (2021) also claimed that students found the subject to be uninteresting and irrelevant to their daily lives. Their study revealed that Araling Panlipunan was the third least-liked subject of elementary pupils, with only 17.6% expressing a liking for the subject.

Moreover, Lorbis (2019) reported that the intrinsic value of the subject alone may not be enough to capture students' interest. Their study showed that while the students had high regard for the importance of Araling Panlipunan, they still found them less interesting compared to other subjects. Schukajlow and Krug (2014) also identified that pupils' interest was positively related to their motivation to learn. Their study revealed that pupils who had a higher interest in the subject were also more motivated to learn and had higher academic achievement.

The low learning interest in Araling Panlipunan is a significant challenge that needs to be addressed by educators and policymakers (Lorbis, 2019). The current situation with students' learning interests calls for innovative approaches to teaching and learning that can make the subject matter more engaging and relevant to students.

2.2 Factors Affecting Learning Interest in Araling Panlipunan

Araling Panlipunan, as a subject in the elementary curriculum, plays a significant role in the development of students' social and civic awareness (Crisolo et al., 2021). However, various factors affect students' interest in learning this subject. One of the major factors is the teacher's teaching method. The way teachers teach can significantly affect students' interest in learning. Teachers who use engaging teaching strategies such as multimedia, group activities, and interactive discussions can increase students' interest in learning and make the subject more meaningful and relevant to them (Anwer, 2019).

Ofiaza (2022) found that teaching methods play a crucial role in shaping students' learning interest in Araling Panlipunan. His study revealed that students view effective teaching methods help in making students more motivated. Interactive teaching methods have been found to increase students' interest and engagement in the subject These methods promote active learning and provide students with opportunities to engage with the subject matter in different ways, enhancing their understanding and appreciation of the subject (Adipat et al., 2021)

Another factor that affects learning interest in Araling Panlipunan is the students' prior knowledge and experience with the subject matter. Dundar and Rapoport (2014) found that students had a high regard for the importance of the subject, but still found it less interesting compared to other subjects. Araling Panlipunan, being a subject that primarily deals with Philippine history and culture, may be perceived by some students as less relevant to their daily lives and experiences (Agon, 2021). Teachers can address this by incorporating real-life experiences and examples that are relevant to student's daily lives and experiences. For example, teachers can connect the subject matter to current events and issues that are relevant to students' lives, making the subject more relatable and engaging (Walczak, 2018).

The level of engagement generated by the teacher can also affect students' learning interest in Araling Panlipunan. Boredom arises when the subject matter is presented in a monotonous and repetitive manner or when the teacher fails to make the lessons engaging and interesting (Ozerk, 2020). Teachers can address this by incorporating creative and interactive teaching methods, such as storytelling, multimedia presentations, and other innovative approaches, to enhance students' engagement and interest in the subject (Abdulrahman et al., 2020).

Moreover, the classroom environment is another factor that affects students' interest in Araling Panlipunan. Students who feel comfortable and safe in their classroom environment tend to have more positive attitudes toward learning and higher levels of interest (Usma & Madulili, 2019). Therefore, it is important to create a positive and inclusive classroom environment that promotes learning and encourages students' participation.

Furthermore, various factors can affect students' interest in Araling Panlipunan. These factors include the teacher's teaching method, students' prior knowledge, and experiences, relevance of the subject to students' lives and future, and classroom environment. Teachers and educators should consider these factors when designing and implementing effective instructional strategies and learning materials that promote students' interest and motivation to learn Araling Panlipunan.

2.3 Teaching Strategies to Enhance Learning Interest in Araling Panlipunan

Araling Panlipunan (AP) is an essential subject in the Philippines, and various studies have identified strategies that can be effective in increasing learning interest in this subject. One strategy is to incorporate active learning methods, such as group activities, games, and simulations. For example, Zirawaga et al., (2017) found that the use of game-based activities in teaching AP was effective in enhancing students' interest in the subject. The game provided an interactive and engaging way for students to learn and apply their knowledge.

Another strategy is to personalize the learning experience for students. This can be done by incorporating their interests and experiences into the lessons. Students' interest in a subject can be enhanced by incorporating real-life examples and activities that relate to their experiences. Teachers should tailor their lessons to fit the needs and interests of their students (Reber et al., 2018).

In addition, teachers can also incorporate technology in their lessons to enhance learning interest in AP. Talan et al. (2022) found that the use of augmented reality in teaching AP was effective in increasing students' motivation and interest in the subject. The use of technology can provide a new and exciting way for students to learn and explore the subject.

Furthermore, providing students with opportunities for self-directed learning can also enhance their learning interest in AP. Incorporating project-based learning in social sciences was effective in promoting self-directed learning and increasing students' interest in the subject. This approach allows students to take ownership of their learning and apply their knowledge in a meaningful way (Shin, 2018).

Finally, teachers can also provide positive reinforcement to students to enhance their learning interest in AP. Johnson (2017) noted that providing students with positive feedback and recognition for their achievements can increase their motivation and interest in the subject. Teachers can provide verbal and written feedback to students and also recognize their achievements through rewards and recognition programs.

2.4 Multimedia-Based Instruction

Multimedia-based instruction (MBI) has been widely used in education to facilitate learning and engagement among students (Mayer, 2017). Multimedia-based instruction refers to the use of multiple forms of media, such as text, audio, graphics, animation, and video, to deliver instructional content (Abdulrahman et al., 2020). This approach allows students to learn through a variety of senses, which enhances their understanding and retention of information (Mayer, 2017). It also enables teachers to provide more interactive and engaging learning experiences, which can increase students' motivation and interest in learning (Leow & Neo, 2014)).

Multimedia-based instruction is particularly useful in teaching complex topics such as Araling Panlipunan (AP), which requires the integration of different concepts, historical events, and cultural practices (De Sousa et al., 2017). Social Science covers various topics related to history, geography, government, and culture. Due to its multidisciplinary nature, it can be challenging for students, especially those who have a limited background in the subject. Using MBI in social science instruction can help overcome these challenges by presenting information more interactively and engagingly (De Sousa et al., 2017).

In the classroom, MBI can be used in various ways to enhance student's learning interests. For example, teachers can use videos and animations to illustrate historical events or cultural practices, providing students with a more immersive learning experience (Liu et al., 2018). Teachers can also use graphics and images to represent complex data and concepts, making them easier to understand (Mayer, 2017). Another effective strategy is to use multimedia quizzes and games to reinforce learning and make it more interactive (Zirawaga et al., 2017). These methods allow students to actively participate in the learning process, making it more engaging and enjoyable.

Despite the potential benefits of MBI, its effectiveness depends on several factors. First, the design of the multimedia materials should be carefully planned and based on sound instructional principles (Mayer, 2017). Second, teachers need to have adequate training and support to effectively integrate MBI into their instruction (Akram et al., 2022). Third, the availability and accessibility of technology and multimedia resources should be considered, especially in schools with limited resources (Johnson et al., 2016).

Finally, the use of MBI in AP instruction can enhance students' learning interest and motivation by providing interactive and engaging learning experiences. However, its effectiveness depends on careful planning, adequate teacher training and support, and the availability of technology and multimedia resources.

2.5 Multimedia-Based Instruction Strategies to Enhance Learning Interest in Araling Panlipunan

In the digital age, multimedia-based instruction has become increasingly popular as a teaching method due to its ability to enhance learning interest and engagement. Multimedia-based instruction positively impacts students' learning interests and motivation (Subaidi bin Abdul Samat & Aziz, 2020).

Ilhan & Oruc (2016) found that multimedia-based instruction increased students' learning interest and academic performance. Similarly, De Sousa et al (2017) demonstrated that multimedia-based instruction could enhance students' learning interest and engagement in history education. One of the advantages of multimedia-based instruction is that it can provide interactive and engaging learning experiences for students (Mantiri, 2014). For example, interactive multimedia resources such as quizzes, games, and simulations can increase students' engagement and motivation (Adipat, 2021). Moreover, multimedia-based instruction can cater to diverse learning styles and preferences, such as visual, auditory, and kinesthetic learners (Raja & Kumar, 2010).

In Araling Panlipunan, multimedia-based instruction strategies can be applied to enhance learning interest and motivation. For example, interactive multimedia resources such as videos, animations, and interactive maps can be utilized to provide engaging and immersive learning experiences for students (Leow & Neo, 2014). Additionally,

multimedia-based instruction can be utilized to provide real-life examples and scenarios to enhance students' understanding of the subject matter (Reber et al., 2018).

The use of educational videos in teaching social science has been shown to enhance learning interest and improve academic performance because videos provide a visual and interactive way for students to learn and retain information (Brame, 2016). Similarly, using online resources, such as interactive websites and educational apps can enhance learning interest by providing an engaging and interactive way for students to learn and explore subjects (Haleem et al., 2022). Interactive websites and educational apps can also be customized to fit individual students' learning styles and needs. Incorporating multimedia presentations in lessons was also seen to provide the same benefit. Multimedia presentations provide a visual and interactive way for students to learn and enhance their understanding of the subject and increase their motivation to learn (Abdulrahman et al., 2020).

Furthermore, gamification elements can be incorporated into multimedia-based instruction to enhance learning interest. Gamification involves the use of game-like elements, such as point systems and rewards, to motivate and engage learners. Studies have shown that gamification can enhance learning interest and improve academic performance (Rodrigo et al., 2020).

Finally, social media can be used as a tool to enhance multimedia-based instruction and learning interest. Social media can provide a collaborative and interactive way for students to learn and share knowledge (Ansari & Khan, 2020). Alalwan (2022) claimed that the use of social media in teaching can enhance students' engagement and interest in various subjects.

Incorporating multimedia-based instruction strategies, such as the use of educational videos, online resources, multimedia presentations, gamification elements, and social media, can enhance learning interest in various subjects, including AP (Haleem et al., 2022). These strategies provide an engaging, interactive, and meaningful way for students to learn and apply their knowledge (Rahimi, 2019.

3. METHODOLOGY

This chapter comes out with the research steps and procedures that will be utilized by the researchers. This includes the research design, research subjects, research instruments, data gathering procedure, and statistical treatment of data.

3.1 Research Locale and Duration

The study was conducted at Cateel Central Elementary School located at Poblacion, Cateel, Davao Oriental. Building 6 is where all the Grade 3 classrooms are, next to Building 7 and in front of Building 12. Three weekly sessions made up the intervention, lasting for two months.
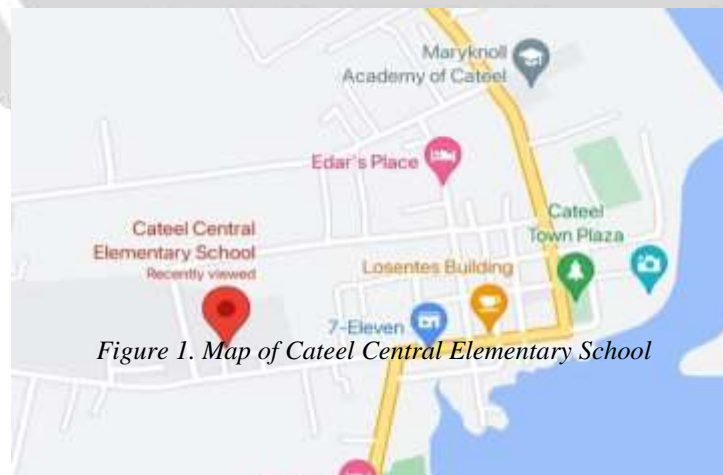

Figure 1. Map of Cateel Central Elementary School

3.2 Research Design

The study employed a quasi-experimental research method. This strategy enabled us to demonstrate the relationship between an intervention and an outcome. Additionally, it enables us to collect information through pre- and post-intervention evaluations. This is to have an in-depth analysis of the learning interest in Araling Panlipunan of Grade 3 pupils at Cateel Central Elementary School.

3.3 Respondents and Sampling Procedure

The study's respondents were Grade 3 students at Cateel Central Elementary School. To identify the number of respondents, complete enumeration was used as a sampling method. The intervention was done for 2 weeks, which comprise 3 sessions a week.

3.4 Research Instrument

The research instrument used in this study consists of researcher-made pre-test and post-test questionnaires, which were tested for reliability through pilot testing. The result showed a Cronbach's Alpha value of .606 which indicated that the instrument is reliable. The questionnaire consists of 19 multiple-choice items which undergo content validity by a master teacher in the field. The questionnaire's content was matched to the curriculum guide to further ensure its validity.

4. RESULTS AND DISCUSSION

In this chapter, the transparency of the relationship between the two variables: Multimedia-Based Instruction as an independent and Learning Interest as a dependent variable, will be given emphasis.

4.1 Pre-test Scores of the Control and Experimental Group

Pretest scores consisting of items related to a particular subject were given prior to the implementation of Multimedia-based instruction. Table 1 presents that both groups are remarked as having a failing grade or did not meet the expectation of achieving a passing score.

Table 1. Level of pre-test scores between the control and experimental groups

Group	Total Score	Standard Deviation	Mean	Grade Percentage	Remarks
Control	19	2.21	7.88	70.74	Did Not Meet Expectations
Experimental	19	1.79	7.58	69.95	Did Not Meet Expectations

Based on the results, all respondents came from control and experimental groups who have been deteriorating in their interest in learning a particular subject. Their pretest scores seem alarming since they are already in Grade 3. There are many factors behind this problem, and one of them is the struggle in dealing with a particular subject during instruction, and other elements follow. Derraco and Derraco (2022) found that students perceived Araling Panlipunan as an uninteresting subject due to traditional teaching methods, such as lectures and textbooks. The study also revealed that students needed help understanding the subject matter, contributing to their low learning interest.   Kelley (2021) also claimed that students found the subject uninteresting and irrelevant to their daily lives. Answer (2019) stated that how teachers teach could significantly affect students' interest in learning. Second is the students' prior knowledge and experience with the subject matter. Dundar and Rapoport (2014) found that students had high regard for the importance of the subject but still found it less interesting than other subjects. Araling Panlipunan, a subject that primarily deals with Philippine history and culture, may be perceived by some students as less relevant to their daily lives and experiences (Agon, 2021). Teachers can address this by incorporating real-life experiences and examples relevant to student's daily lives and experiences (Walczak, 2018).

Another found factor is that the level of engagement generated by the teacher can also affect students' learning interest in Araling Panlipunan. Boredom arises when the subject matter is monotonous and repetitive or when the teacher needs to make the lessons engaging and interesting (Ozerk, 2020). Teachers can address this by incorporating creative and interactive teaching methods, such as storytelling, multimedia presentations, and other innovative approaches, to enhance students' engagement and interest in the subject (Abdulrahman et al., 2020).

Furthermore, the classroom environment is another factor that affects students' interest in Araling Panlipunan. Students who feel comfortable and safe in their classroom tend to have more positive attitudes toward learning and higher interest levels (Usma & Madulili, 2019).

The result clearly shows that before the utilization of the intervention, which is the Multimedia-based instruction to both groups, the factors mentioned above negatively affected the students' learning in Araling Panlipunan and kept a failure level of their pretest scores which could be better.

4.2 Post-test Scores of the Control and Experimental Group

Table 2. Level of post-test scores between the control and experimental groups

Group	Total Score	Standard Deviation	Mean	Grade Percentage	Remarks
Control	19	1.23	11.29	84.61	Satisfactory
Experimental	19	2.04	14.50	88.16	Very Satisfactory

Based on the result shown, we could conclude that after implementing the multimedia-based instruction as an intervention, the level of their post-test scores compared to the pretest created a gap, especially since the experimental respondents achieved a very satisfactory performance. In this case, wable to explain that the respondents only need a focus teaching with or without intentional and thoroughly processed intention given.

However, incorporating multimedia-based instruction strategies, such as educational videos, online resources, multimedia presentations, gamification elements, and social media, can enhance learning interest in various subjects, including AP (Haleem et al., 2022). Enhancing learning interest in Araling Panlipunan may depend on several factors, such as the quality and design of instructional materials, the relevance and alignment of the materials to the curriculum and learning objectives, and the level of students' prior knowledge and skills (Haleem et al., 2022). The very satisfactory average of the experimental respondents clearly shows that the intervention, which is Multimedia-based instruction, can also cater to diverse learning styles and preferences, such as visual, auditory, and kinesthetic learners (Raja & Kumar, 2010). Compared to the control group who did not receive the said intervention used, the treated respondents experienced the different stages of being scaffolded, which resulted in at least lessening the various factors affecting their learning interest negatively. Similarly, the treated respondents had a very satisfactory score because, throughout the intervention process applying the intervention, they can motivate themselves, particularly their interest in a particular lesson; they have been assisted in learning because of active interaction between the teacher and them, and even engaged to interpersonal and intrapersonal activities like interactive multimedia resources such as videos, animations, and interactive maps to provide engaging and immersive learning experiences (Leow & Neo, 2014).

4.3 The Difference of Pretest Scores between Control and Experimental Group

The results of the students' pretest showed a significant difference in the performance between the control and experimental groups, primarily because no intervention was used.

Table 3. Mean comparison between pre-test scores of control and experimental group

Group	Mean	Standard Deviation	t-value	p-value	Interpretation
Control	7.88	2.21	0.521	0.605	Pre-test scores between the two groups do not differ significantly.
Experimental	7.58	1.79			

Based on the results, their level of knowledge in answering pretest scores was almost the same without any intervention engaging them. Derraco & Derraco (2022) found that students perceived Araling Panlipunan as an uninteresting subject due to traditional teaching methods, such as lectures and textbooks. The study also revealed that students had difficulty understanding the subject matter, contributing to their low learning interest. The results have shown a fact that even if Araling Panlipunan subject is being taught thoroughly in school, still the majority of the students have been experiencing factors limiting their learning interest leading to the decline of knowledge and a low level of performance, thus, becoming a significant concern that a teacher as an expert should carefully look forward since they have given a right to take action for reinforcement.

Based on the responses that have been gathered primarily, the common factors that the respondents have experienced in their learning interest were; the teacher's teaching method, the student's prior knowledge and

experience with the subject matter, the level of engagement generated by the teacher, classroom environment. The control and experimental respondents having no significant difference in getting low results of their pretest must be scaffolded efficiently into focus by a teacher or expert in the current situation with students' learning interests underscores the need for innovative approaches to teaching and learning that can make the subject matter more engaging and relevant to students. By addressing the factors contributing to low learning interest, educators can create a more engaging and effective learning environment that fosters curiosity, critical thinking, and a love for learning. Teachers can also provide positive reinforcement to students to enhance their learning interest in AP. Rana et al. (2018) noted that providing students positive feedback and recognition for their achievements can increase their motivation and interest in the subject.

In addition, both groups did not have experiences with any intervention; one of the reasons why their scores were almost or very close to each other was because of the teacher's teaching method (Anwer, 2019). Providing students with opportunities for self-directed learning can enhance their learning interest in AP (Shin, 2018).

4.4 The Difference of Post-test Scores between Control and Experimental Group

Table 4. Mean comparison between post-test scores of control and experimental group

Group	Mean	Standard Deviation	t-value	p-value	Interpretation
Control	11.29	1.23			Post-test scores between the two groups differ significantly.
Experimental	14.50	2.04	-1.432	0.000	

The academic post-test is significant because, in this part, the student's learning prevails since the connection between intervention and outcomes of their performance in the lesson is developed, and a comparison could easily be made (Ursara & Reisoglu., 2017).

The table shows a significant difference in post-test results between the control and experimental groups regarding learning interest. Based on the interpretation above, it could be stated that after implementing Multimedia-based instruction to the experimental group during the lesson duration, it has been found that this type of instruction is indeed effective because the post-test scores of experimental respondents got higher compared to the control group.

From the theory the Cognitive-Affective Theory of Learning in Digital Environments (CASTLE), developed by Schneider, Beege, Nebel, Schnaubert, and Rey (2021), posits that learning in digital environments involves three interrelated cognitive processes: comprehension, attention, and self-regulation, which are essential for the acquisition of new knowledge and skills. Furthermore, based upon the result shows how the CASTLE theory, through multimedia-based instruction, addresses the problem in students' learning interest in a particular subject by incorporating the three elements; learners understand and remember the information more effectively by appealing to multiple senses and learning styles (Mayer, 2014). Also, upon seeing the result, multimedia-based instruction captures learners' attention through exciting and relevant content, such as real-life examples, current events, or case studies (Johnson & Aragon, 2017). Moreover, elicit positive emotions and interest in the subject matter upon incorporating appealing and relevant content. For example, a video that uses humor or a story to present a concept can create a positive emotional response and increase learners' interest in the subject matter. Additionally, multimedia-based instruction can incorporate examples or case studies relevant to learners' lives or interests, enhancing their engagement and learning motivation (Mayer, 2014).

The efficacy of this intervention was supported by T as he found that multimedia-based instruction increased students' learning interest and academic performance. The purpose of scaffolding learners in education using Multimedia-based instruction is to offer learners the context, motivation, and adequate foundation of knowledge they require to receive new information upon having such interest in learning a particular subject area. Similarly, Multimedia-based instruction (MBI) has been widely used in education to face student learning and engage students (Ali & Ahmad, 2015; Mayer, 2017). Multimedia-based instruction is beneficial in teaching complex topics such as Araling Panlipunan (AP), which requires the integration of different concepts, historical events, and cultural practices (Sulaiman et al., 2021).

Before the use of Multimedia-based instruction, the results of the students' pretest did not exhibit desirable progress; however, as we can notice, during their performance in post-test activity, the results of the two groups

have created a gap. It means that the experimental group has improved their learning development very well, including lots of positive effects in the self-characteristics, such as motivation to an interest in a gradual yet willing manner and the improvement of weakness spots in enhancing their academic performance in a particular subject, all because of the successful utilization of the proposed and presented guiding model, the Multimedia-based instruction. According to Venus, 2020 through Araling Panlipunan, pupils grow in their understanding of knowledge of the world, including other cultures and their worth in various eras, locations, and circumsThey also; develop a perspective on their surroundings and development. Araling Panlipunan (AP) is our backdoor to the past, our current course in the present, and our front door to the future.

4.5 The Difference on the Results between Pretest and Post-test Scores
The table shows that there is an increase of significant difference on the results between pretest and posttest scores of control and experimental group.

Table 5. Mean comparison between pre-test and post-test scores

Type of Test	Mean	Standard Deviation	t-value	p-value	Interpretation
Pre-Test	13.06	2.62	9.563	0.000	Pre-test and post-test scores differ significantly.
Post-Test	17.56	2.12			

As observed, the pretest scores of the initial performance of the respondents, without using the intervention, had a slight difference, yet, both failed in grading level. However, after utilizing Multimedia-based instruction as an intervention for the experimental respondents, their post-test scores escalated, and even the controlled group was commendable enough for their competitive performance because they still got a satisfactory level despite not having any intervention. There is a significant difference in the initial and later performances of the respondents toward their competence in terms of their learning interest because one of the significant factors that contribute to it is the utilization of Multimedia-based instruction.

According to (Ali & Ahmad, 2015; Mayer, 2017), Multimedia-based instruction (MBI) has been widely used in education to facilitate learning and engagement among students. This claim is supported by (Mayer, 2017) and (Salloum et al., 2018), which said that this particular instruction allows students to learn through a variety of senses, which enhances their understanding and retention of information and enables teachers to provide more interactive and engaging learning experiences, which can increase students' motivation and interest in learning. Aside from these, it also gives to their academics in the classroom; MBI can be used in various ways to enhance student's learning interests. For example, teachers can use videos and animations to illustrate historical events or cultural practices, providing students with a more immersive learning experience (Salloum et al., 2018).

The excellent progress of the students can only be achieved with the intelligent moves the teacher executes. It means that the role of the teacher in teaching Araling Panlipunan subject is also important aside from the application of Multimedia in the class. It was claimed that teachers could significantly affect students' interest in learning Anwer (2019). In applying Multimedia-based instruction to teach Araling Panlipunan, (Astleitner et al., 2014) stated that in

Araling Panlipunan, multimedia-based instruction strategies can be applied to enhance learning interest and motivation. For example, interactive multimedia resources such as videos, animations, and maps can provide students with engaging and immersive learning experiences. The teaching style used will foster critical thinking and make learners more engaged. Indeed, many factors obstruct the students' competency in learning appropriately, especially in Araling Panlipunan. Thus, it is necessary to find a practical approach to at least lessen the impact of this visible problem. In citing this academic problem, Multimedia-based instruction is quite one of the best interventional options to captivate students' learning interest in a particular subject area.

4.6 Implication to Araling Panlipunan Education
Academic success depends on interest, a potent motivating factor that drives learning, directs academic and professional paths, and energizes learning (Tashlanovna, 2022). Multimedia-based instruction is highly suggested to enhance the student's learning interest because of its numerous positive impacts on the children's learning development.

Furthermore, the findings of the current study featuring the application of Multimedia-based instruction point to the following implications for Araling Panlipunan education such as:

1.Multimedia-based instruction can address attention by creating a more engaging learning experience. It can be achieved through interactive elements, such as quizzes, games, and simulations, which provide learners with immediate feedback and promote active learning.

2.Multimedia-based instruction can promote self-regulation by allowing learners to customize their learning experience. For example, learners can choose the pace at which they complete the instruction or select the topics most relevant to their learning goals. This approach can empower learners to take control of their learning and promote greater engagement and motivation.

3.Implementing multimedia-based instruction in teaching the Araling Panlipunan curriculum allows students to learn through various senses, enhancing their understanding and retention of information.

4.The multimedia-based instruction allows teachers to provide more interactive and engaging learning experiences, which can increase students' motivation and interest in learning.

5.The multimedia-based instruction is beneficial in teaching complex topics in Araling Panlipunan (AP), which requires the integration of different concepts, historical events, and cultural practices.

6.Teachers can use videos and animations to illustrate historical events or cultural practices, providing students with a more immersive learning experience.

7.The design of the multimedia materials should be carefully planned and based on sound instructional principles.

8.Teachers need adequate training and support to integrate MBI into their instruction effectively.

9. The availability and accessibility of technology and multimedia resources should be considered, especially in schools with limited resources.

5. CONCLUSION

Based on the data findings throughout the study, the researchers concluded the following:

1. The application of Multimedia-based instruction to the experiment level of the pretest scores between the experimental and control groups among Grade 3 pupils in Cateel Central Elementchool both got low scores less than the passing score.

2.The pretest results between the control and experimental group test are similar because they both have low scores.

3.The experimental and control groups' post-test scores passed among grade 3 pupils in Cateel Central Elementary School.

4.The post-test results between the control and experimental groups showed a significant difference because the experimental group got higher results than the control group.

5.The pretest and post-test scores between the control and experimental groups revealed a significant difference in their performance during and after the intervention implementation.

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