

Experiential Learning Strategies in Teaching Araling Panlipunan and Students' Cognitive Skills

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Abstract:

Experiential learning provides meaningful real-life experiences that support students' cognitive skills in Araling Panlipunan. This study examined the relationship between experiential learning strategies and students' cognitive skills in the South Bukidnon District for School Year 2026–2027. Specifically, it assessed teachers' use of role-playing and simulations, community-based learning, reflective activities, and problem-based learning, and students' cognitive skills in analysis, evaluation, and problem-based reasoning. The study involved 150 Araling Panlipunan teachers and 300 corresponding junior high school students selected through two-stage sampling: purposive sampling for teachers and simple random sampling for students. Using a descriptive correlational design, validated researcher-made questionnaires were employed. Mean and standard deviation described the levels of experiential learning strategies and students' cognitive skills, while Pearson Product-Moment Correlation Coefficient tested their relationship. Multiple linear regression determined whether experiential learning strategies significantly predicted students' cognitive skills.

The findings showed that experiential learning strategies were implemented at a very high level, with community-based learning obtaining the highest mean and role-playing and simulations the lowest. Likewise, students' cognitive skills were at a high level, with problem-based reasoning emerging as the highest dimension and evaluation as the lowest. Significant positive relationships were found between experiential learning strategies and students' cognitive skills. Multiple linear regression also showed that experiential learning strategies significantly predicted students' cognitive skills, with problem-based learning emerging as the strongest predictor. The study concludes that experiential learning is meaningfully associated with students' cognitive development in Araling Panlipunan. It recommends strengthening active learning experiences and students' ability to assess issues critically.

Keywords: experiential learning strategies, cognitive skills.

INTRODUCTION

Background of the Study

Araling Panlipunan develops students' understanding of history, culture, governance, and social issues while strengthening critical thinking. However, many students still rely on memorization rather than analysis. This is concerning because students need cognitive skills to understand information, solve problems, and apply learning to real-life situations. Lansangan and Orleans (2024) reported that Filipino

students experience difficulties in critical thinking, particularly in planning, organizing information, and problem solving. Developing these skills also supports SDG 4: Quality Education.

Experiential learning is relevant to Araling Panlipunan because it allows students to learn through meaningful experiences, reflection, participation, and real-life application. Malanog and Aliazas (2021) found that active learning develops analyzing and evaluating skills, while Patiño et al. (2023) emphasized the value of hands-on learning for critical thinking and problem solving.

In the South Bukidnon District, experiential learning can connect Araling Panlipunan lessons with students' communities and everyday experiences. However, limited research has examined its relationship with students' cognitive skills in Philippine public junior high schools. Thus, this study examines the use of experiential learning strategies in Araling Panlipunan and their relationship with students' cognitive skills.

LITERATURE AND RELATED STUDIES

Experiential Learning Strategies

Experiential learning emphasizes learning by doing through authentic activities that allow students to apply knowledge, solve problems, and make decisions (Refuerzo, 2021; Hamilton & Klebba, 2022). It can strengthen analytical and reflective thinking (Sharma & Lajwanti, 2025), while teachers guide students in connecting experiences with classroom learning (Salvador-Desnacido, 2021). De Leon and Bucayu (2021) emphasized that activities should align with learning objectives and higher-order thinking.

Studies support its use in Araling Panlipunan. Guanco and Dadan (2025) developed an experiential learning guidebook for Araling Panlipunan 10, while Ala and Ferenal (2025) examined experiential learning in Philippine public schools. Uzun and Uygun (2022) found that simulation-based experiential learning improved problem solving. Refuerzo (2021) and Coleman et al. (2024) also linked experiential learning with analytical and systematic thinking.

Role-Playing and Simulations

Role-playing and simulations engage students in historical and social situations and encourage perspective-taking, empathy, decision-making, and problem solving (Castillo et al., 2025). Makri (2022) and Lagarde and Cabaguing (2025) found that realistic activities encourage students to analyze information, make decisions, and consider consequences. However, their effectiveness depends on learning goals, classroom conditions, and teacher support. Limited research connects these strategies to the broader experiential learning framework and cognitive skills in Araling Panlipunan.

Community-Based Learning

Community-Based Learning (CBL) connects classroom learning with real community experiences through activities such as local studies, interviews, cultural investigations, and community work (Phinla et al., 2025). It can develop analytical thinking, collaboration, planning, problem solving, civic awareness, and social responsibility. Phinla et al. (2025) and Tanyaboontrakul (2022) reported positive behavioral, learning, and creative outcomes. Fernandez (2025) and Hibanada et al. (2024) also highlighted its value for civic competence, collaboration, and social responsibility.

However, few studies examine CBL as part of experiential learning or its relationship with students' cognitive skills, particularly in Araling Panlipunan.

Reflective Activities

Reflective activities help students connect new knowledge with previous experiences and understand their learning more deeply. Zambrano and Suaverdez (2025) found that reflection increased student engagement and participation, while Ala and Fernal (2025) reported improved post-test performance among students using reflective methods. Journals, reaction papers, discussions, and self-assessments can help students monitor understanding and identify areas for improvement.

Despite these benefits, limited research examines reflective activities within experiential learning and their relationship with cognitive skills in Araling Panlipunan.

Problem-Based Learning

Problem-Based Learning (PBL) places students in realistic situations where they apply knowledge to solve problems. Tiburcio (2025) found PBL highly effective for real-life application and higher-order thinking. Hung (2021) emphasized its role in developing deeper understanding through collaboration, while Savery (2022) stressed that PBL should be systematically integrated into the curriculum.

Triasningsih et al. (2021) found that PBL improved higher-order thinking among junior secondary students. In the Philippines, Joaquin and Hermosa (2023) reported improved critical thinking through Scenario-Based Learning, while Farhan and Arisona (2022) found improvements in students' comprehension, organization, and interpretation of information through PBL.

Overall, research supports experiential learning, including role-playing and simulations, community-based learning, reflective activities, and PBL, as approaches that promote active and meaningful learning. However, limited evidence exists on their combined relationship with cognitive skills among Araling Panlipunan students in Philippine public junior high schools. This gap provides the basis for the present study.

Cognitive Skills

Cognitive skills are mental abilities used to process information, understand concepts, make judgments, and solve problems. They include higher-order abilities such as critical thinking, problem solving, metacognition, teamwork, and innovation (Liu et al., 2024). Sujiva et al. (2020) identified critical thinking and creative problem solving as key cognitive abilities.

Philippine studies show the importance of cognitive skills among secondary learners. Privado and Hermosa (2023) and Ballesteros et al. (2025) examined cognitive skills among Grade 10 Araling Panlipunan learners and found changes following instructional interventions. Imbong (2024) reported average cognitive skills among junior high school students, while Wong et al. (2024) showed that cognitive abilities can improve through training. In Social Studies, Agol et al. (2024) found a significant relationship between digital technology use and cognitive skills.

These studies establish cognitive skills as multidimensional abilities. In this study, they are examined through analysis, evaluation, and problem-based reasoning.

Analysis

Analysis is the ability to examine information, identify relationships, break down ideas, and interpret meaning. Nor et al. (2021) identified analysis as an important higher-order thinking skill, while Hart et al. (2021) emphasized tasks requiring students to explain and justify their reasoning. Farhan and Arisona (2022), Manuaba et al. (2022), and Andreucci-Annunziata et al. (2023) further linked analysis with higher-order, active, inquiry-based, and real-world learning. Mananap (2025) found that conceptualization and interpretation can strengthen analytical thinking.

Thus, analysis helps Araling Panlipunan learners understand historical, social, and community-related information more deeply.

Evaluation

Evaluation is the ability to assess information, evidence, arguments, and viewpoints and make reasoned judgments. Rodríguez-Rojas et al. (2024) and Andreucci-Annunziata et al. (2023) identified evaluation as an essential higher-order and critical-thinking skill. Hart et al. (2021) emphasized the need for activities that require evidence-based conclusions, while Hafizah et al. (2024) found that peer feedback supports comparing ideas and assessing quality. Mananap (2025) also linked evaluative activities with higher-order thinking.

Evaluation therefore helps students determine the credibility of information and form informed conclusions.

Problem-Based Reasoning

Problem-based reasoning is the ability to understand problems, examine information, consider alternatives, and develop logical solutions. It differs from **Problem-Based Learning (PBL)**, which is an instructional strategy.

Siregar et al. (2025), Yu and Zin (2023), and Razak et al. (2022) found that PBL develops reasoning, analysis, evaluation, and problem-solving skills. Arifin (2021) described problem solving as involving problem identification, inquiry, data collection, solution development, and verification. Riwanto (2019) and Benedicto and Andrade (2022) further emphasized analytical thinking, critical thinking, and independent learning.

Thus, problem-based reasoning helps students address real-world social and community issues through informed decision-making.

Objectives of the Study

The study aims to determine the relationship between experiential learning strategies and students' cognitive skills in Araling Panlipunan. Specifically, it seeks to:

1. determine the level of experiential learning strategies in terms of role-playing and simulations, community-based learning, reflective activities, and problem-based learning;
2. determine the level of students' cognitive skills in terms of analysis, evaluation, and problem-based reasoning;
3. determine the significant relationship between experiential learning strategies and cognitive skills; and
4. determine the predictive relationship between the two variables.

Theoretical Framework

The study is anchored on the **reconceptualized experiential learning perspective of Egan et al. (2023)**, which views learning as a cycle of experience, reflection, and application.

In this study, role-playing, simulations, and community-based learning provide experiences; reflective activities support reflection; and problem-based learning promotes application. These processes are expected to develop students' analysis, evaluation, and problem-based reasoning.

Conceptual Framework

The study assumes that **Experiential Learning Strategies** are related to **Students' Cognitive Skills**.

Independent Variable:

Role-playing and simulations; community-based learning; reflective activities; problem-based learning.

Dependent Variable:

Analysis; evaluation; problem-based reasoning.

The framework proposes that active experiences, reflection, and real-world problem solving encourage students to analyze information, evaluate evidence, and develop logical solutions. Thus, the study examines whether experiential learning strategies significantly relate to and predict students' cognitive skills.

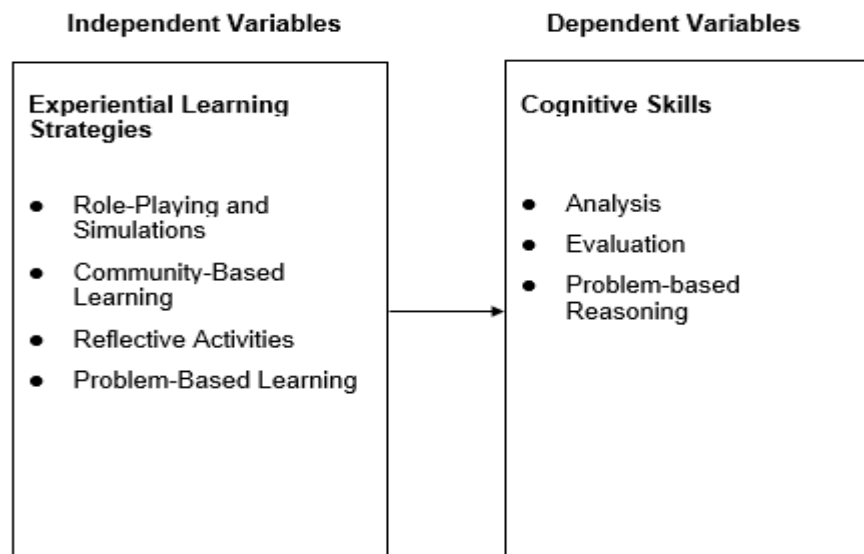


Figure 1. Schematic Presentation Showing the Interplay of the Independent and Dependent Variables of the Study

Statement of the Problem

This study aimed to determine the relationship between experiential learning strategies used in teaching Araling Panlipunan and students' cognitive skills among the selected junior high schools in South Bukidnon District during the School Year 2026-2027.

Specifically, this study sought to answer the following questions:

1. What is the teacher-respondents level of experiential learning strategies in Araling Panlipunan in terms of role-playing and simulations, community-based learning, reflective activities, and problem-based learning?
2. What is the level of cognitive skills among the student-respondents based on analysis, evaluation, and problem-based reasoning?
3. Is there a significant relationship between experiential learning strategies and students' cognitive skills?
4. Does the use of experiential learning strategies significantly predict students' cognitive skills?

Hypothesis

Problems 1 and 2 were hypotheses-free. Based on Problem 3 and 4, the following hypotheses were tested at the 0.05 level of significance.

H01: There is no significant relationship between experiential learning strategies and students' cognitive skills.

H02: None of the experiential learning strategies variables significantly predict students' cognitive skills.

Significance of the Study

This study holds significant value for multiple stakeholders in the field of education. First, school administrators may use the findings as a basis for designing training programs, instructional supervision, and curriculum enhancements that promote experiential-learning strategies. Additionally, the findings of the study will open opportunities for school administrators to allow innovations to recalibrate the quality of instruction provided in schools.

Secondly, teachers will gain valuable insights not only into which experiential learning strategies such as role-playing, community-based learning, reflective activities, and problem-based learning are most effective in developing cognitive skills, but also into how they can enhance and improve the strategies they are currently using in teaching Araling Panlipunan.

Thirdly, the students will benefit as the results may lead to improved instructional approaches that will enhance their ability to analyze, evaluate, and solve problems naturally.

Lastly, future researchers will also benefit as this study can serve as a reference for further investigations on experiential learning and cognitive skills, particularly in localized contexts such as in Northern Mindanao.

Scope and Limitation

This study aimed to determine the level of experiential learning strategies in teaching Araling Panlipunan used in schools and the level of students' cognitive skills. Experiential Learning Strategies focused on role

playing and simulations, community-based learning, reflective practice, and problem-based learning, while students' cognitive skills focused on analysis, evaluation, and problem-based reasoning. It focused on determining the relationship between experiential learning strategies in teaching Araling Panlipunan and students' cognitive skills. A quantitative, correlational research design was employed, including multiple linear regression analysis to determine whether experiential learning strategies significantly predict students' cognitive skills.

The respondents of the study consisted of 150 Araling Panlipunan teachers and their corresponding 300 students from Grades 7 to 10 in the selected public junior high schools in South Bukidnon District. The teachers provided data on the extent of experiential learning strategies they employ, while the students provided data reflecting their level of cognitive skills. Data was collected through structured questionnaires administered to both groups of respondents. The study was conducted during the School Year 2026–2027.

This study was limited to the identified variables and did not consider other factors that influenced students' cognitive skills, such as socio-economic status, prior academic achievement, intelligence level, or teacher qualifications and teaching experience. Furthermore, the findings of the study were limited to the selected respondents and could not be generalized to other schools or regions.

METHODOLOGY

This section presents the methods and procedures employed in the conduct of the study. It specifically discusses the research design, study setting, and location map, as well as the research respondents and the categorization of variables. Furthermore, it outlines the data gathering procedures, the statistical tools used for data analysis, and the ethical considerations observed throughout the research process.

Research Design

This study used a descriptive-correlational research design with a predictive component. This design was appropriate since the study aimed not only to describe the level of experiential learning strategies used in teaching Araling Panlipunan and the level of students' cognitive skills, but also to determine the relationship and predictive contribution between these variables.

The descriptive component of the design was used to assess the extent of experiential learning strategies in terms of role-playing and simulations, community-based learning, reflective activities, and problem-based learning, as well as the level of students' cognitive skills in terms of analysis, evaluation, and problem-based reasoning. This involved the computation of descriptive statistics such as weighted mean and standard deviation to summarize the responses of the participants.

Meanwhile, the correlational component was used to determine whether a significant relationship exists between experiential learning strategies and students' cognitive skills. This helped establish the degree and direction of association between the variables. In addition, the predictive aspect of the design utilized multiple linear regression analysis to identify whether experiential learning strategies significantly predict students' cognitive skills.

Overall, the descriptive-correlational predictive research design was suitable for this study because it allowed for a systematic examination of relationships among variables without manipulation, making it appropriate for educational settings where variables naturally occur.

Study Setting

This study was conducted in the selected public junior high schools in South Bukidnon, Philippines, during the Academic Year 2026–2027. These schools were chosen to provide a relevant context for examining the implementation of experiential learning strategies in Araling Panlipunan and their influence on students' cognitive skills.

The selected schools were characterized by diverse student populations coming from different municipalities, with varying socio-economic and cultural backgrounds. These institutions also employed qualified teachers and utilized a range of instructional approaches, including learner-centered and technology-supported strategies, which made them appropriate settings for this study.

The inclusion of multiple public schools allowed for a broader perspective and enhanced the validity of the findings, as it captured variations in teaching practices and student experiences within the province of Bukidnon.

Research Respondents

The respondents were 150 Araling Panlipunan teachers and 300 Junior High School students from Grades 7–10 in selected public schools in the South Bukidnon District during Academic Year 2026–2027. Teachers provided data on the use of experiential learning strategies, while their corresponding students provided data on cognitive skills.

Teacher respondents were selected proportionally based on the number of Araling Panlipunan teachers in participating schools. Student respondents were selected from classes handled by the identified teachers following the prescribed sampling procedure. The teacher-student correspondence ensured that the experiential learning strategies reported by teachers were examined in relation to the cognitive skills of the students who experienced the instruction.

Table A- Distribution of Respondents' Code

Municipality	Teacher-Respondents	Student-Respondents
A	39	78
B	33	66
C	24	48
D	16	32
E	15	30
F	12	24
G	11	22
Total	150	300

Sampling Technique

The study used a **two-stage sampling method**. First, purposive sampling was used to select qualified Araling Panlipunan teachers from Junior High Schools. Second, simple random sampling was used to select students from the classes handled by the selected teachers, giving eligible students equal chances of participation.

Linking teachers with their students allowed the researchers to examine the relationship between experiential learning strategies and students' cognitive skills. This sampling approach also provided appropriate data for correlation and regression analyses.

Research Instrument

The study used a **validated, researcher-designed questionnaire** based on the experiential learning framework of Egan et al. (2023), *Reconceptualizing Kolb's Learning Cycle as Episodic and Lifelong*. Two questionnaires were developed: one for teachers and one for students.

- **Part I:** Experiential learning strategies—role-playing and simulations, community-based learning, reflective activities, and problem-based learning.
- **Part II:** Students' cognitive skills—analysis, evaluation, and problem-based reasoning.

A **4-point Likert scale** was used: 4 – At All Times, 3 – Most of the Time, 2 – Sometimes, and 1 – Never.

Validity and Reliability

The questionnaires were reviewed by three experts—a Doctor of Philosophy, a Doctor of Education, and a social sciences faculty member—for clarity, relevance, consistency, and alignment with the study variables. Their recommendations were incorporated before finalization.

A pilot test was conducted on **May 18, 2026, in Kitaotao District III**, involving 30 qualified individuals who were excluded from the actual study. Reliability was assessed using **Cronbach's alpha**, with all coefficients exceeding **0.70**, indicating acceptable to excellent internal consistency.

Ethical standards were observed throughout the study. Participants' privacy and confidentiality were protected, and identification and related information were permanently deleted after the research to prevent unauthorized access or disclosure.

Data Gathering Procedure

Data collection began after approval from PHINMA Cagayan de Oro City and authorization from the Schools Division Superintendent of the Department of Education, Division of Bukidnon. The researcher then coordinated with school principals and Araling Panlipunan teachers.

The researcher explained the study's purpose and procedures to teachers and students before administering the questionnaires. Participation was voluntary, and informed consent was obtained from teachers and students' parents or guardians, with student assent also secured. Questionnaires were administered during regular classes with clear instructions and sufficient completion time.

Teacher and student responses were matched to align reported experiential learning strategies with students' cognitive skills. All completed questionnaires were checked, encoded, and kept confidential for analysis.

Statistical Treatment of Data

Descriptive and inferential statistics were used to answer the research questions.

- **Mean and standard deviation** determined the levels of experiential learning strategies and students' cognitive skills.
 - **Pearson Product-Moment Correlation (r)** determined the significant relationship between experiential learning strategies and cognitive skills.
 - **Multiple linear regression** determined whether experiential learning strategies significantly predicted students' cognitive skills and identified the strategies that contributed to the prediction.
- Data were checked for completeness and accuracy before statistical analysis using appropriate software.

Ethical Considerations

The study followed ethical standards to protect participants' rights, dignity, privacy, and welfare. The purpose, procedures, voluntary nature of participation, and right to withdraw without penalty were explained before data collection.

Confidentiality and anonymity were maintained by limiting the collection and use of personal information. Data were securely stored, accessed only by the researcher, and used solely for academic purposes. Findings were reported in summary form to protect participants' identities.

Data collection was conducted in a safe and respectful environment. Participants were given sufficient time to complete the questionnaires without pressure and were protected from physical, psychological, or other forms of harm.

RESULTS AND DISCUSSION

This section presented and analyzed data from survey questionnaires administered to respondents, examined the level of experiential learning strategies employed in teaching Araling Panlipunan and the level of students' cognitive skills to the selected public junior high schools in South Bukidnon District during the school year 2026-2027.

Results

Problem 1. What is the teacher-respondents level of experiential learning strategies in Araling Panlipunan in terms of role-playing and simulations, community-based learning, reflective activities, and problem-based learning?

Table 1- Distribution of Respondents' Level of Experiential Learning Strategies as to Role Playing and Simulations

Indicators	Mean	SD	Description
As a teacher,			
I use role-playing activities to help students analyze and understand social issues in Araling Panlipunan.	3.76	0.56	At all Times
I conduct simulation activities of historical and civic events to enhance students' active participation in learning.	3.60	0.51	At all Times
I encourage students to portray different perspectives in social situations through role playing activities.	3.75	0.59	At all Times

I use dramatization activities to make cultural and historical concepts more meaningful and engaging for students.	3.72	0.49	At all Times
I encourage students to reenact significant events in Philippine history to strengthen their understanding of historical lessons.	3.68	0.47	At all Times
I design simulation activities that allow students to experience and understand different roles in society.	3.76	0.55	At all Times
I use role-playing activities to help students understand the importance of governance, leadership, and citizenship.	3.67	0.50	At all Times
I integrate simulation activities to make abstract social studies concepts easier for students to understand.	3.82	0.48	At all Times
I encourage collaborative performance-based activities that promote teamwork and active learning among students.	3.79	0.46	At all Times
I use interactive role-playing activities to deepen students' understanding and application of lesson concepts.	3.68	0.52	At all Times
Overall	3.72	0.51	At all Times

Legend: 3.26 - 4.00 – At all times / Very High 1.76 - 2.50 - Sometimes / Low
2.51 - 3.25 – Most of the time / High 1.00 - 1.75 - Never / Very Low

Table 1 shows that teachers implemented role-playing and simulation strategies at a very high level, with an overall mean of 3.72 (SD = 0.51), interpreted as At All Times. This indicates that teachers regularly use interactive and experience-based activities to make Araling Panlipunan lessons more engaging, relevant, and meaningful. These strategies allow students to examine social, historical, political, and civic situations, consider different perspectives, and develop thoughtful responses.

The findings are supported by Castillo et al. (2025), who found that role-playing and simulations promote empathy, teamwork, and critical thinking, and Hamilton and Klebba (2022), who emphasized learning through experience, reflection, and active participation.

The highest mean, 3.82 (SD = 0.48), was for “I integrate simulation activities to make abstract social studies concepts easier for students to understand,” interpreted as Very High. This indicates that teachers frequently use simulations to make complex concepts more concrete and understandable. Makri (2022) found that simulation-based learning strengthens understanding by placing lessons in realistic contexts, while Salvador-Desnacido (2021) emphasized that experiential learning helps students connect classroom learning with real-life situations.

The lowest-rated indicator concerned conducting simulations of historical and civic events to enhance active participation. Although lowest within the category, it still received a Very High rating, showing that teachers regularly use this strategy. Its slightly lower implementation may be due to the time, preparation, materials, and classroom management required to create realistic simulations.

Overall, role-playing and simulations provide students with opportunities to experience different perspectives, analyze situations, make decisions, and connect classroom concepts with real-life social and

civic issues. This is consistent with Lagarde and Cabaguing (2025), who found that realistic simulations develop critical thinking and decision-making, and Castillo et al. (2025), who highlighted their

Indicators	Mean	SD	Description
As a teacher,			
I connect Araling Panlipunan lessons to relevant community issues to make learning more meaningful and applicable.	3.88	0.48	At all Times
I encourage students to observe and examine social issues present in their community.	3.84	0.50	At all Times
I use local events and community experiences as examples when teaching Araling Panlipunan concepts.	3.87	0.46	At all Times
I design learning activities that encourage student participation in community-related tasks and experiences.	3.83	0.52	At all Times
I relate Araling Panlipunan lessons to current societal issues and concerns.	3.91	0.44	At all Times
I encourage students to gain insights and learning from community experiences and interactions.	3.84	0.49	At all Times
I integrate local culture, traditions, and practices into classroom discussions and learning activities.	3.78	0.47	At all Times
I promote students' awareness of social responsibility through Araling Panlipunan lessons and activities.	3.84	0.51	At all Times
I use community-related problems and issues as discussion topics in the classroom.	3.85	0.45	At all Times
I encourage students to apply Araling Panlipunan lessons in real-life community situations and experiences.	3.88	0.42	At all Times
Overall	3.85	0.47	At all times

contribution to empathy, collaboration, and critical thinking.

Table 2- Distribution of Respondents' Level of Experiential Learning Strategies as to Community-Based Learning

Legend: 3.26 - 4.00 – At all times / Very High 1.76 - 2.50 - Sometimes / Low
 2.51 - 3.25 – Most of the time / High 1.00 - 1.75 - Never / Very Low

Table 2 shows that community-based learning was implemented at a very high level, with an overall mean of 3.85 (SD = 0.47), interpreted as At All Times. This indicates that teachers consistently connect Araling Panlipunan lessons with community experiences, current issues, and local contexts. Such practices make learning more relevant while developing students' social awareness, civic responsibility, and cognitive skills. The findings support Lagarde and Cabaguing (2025), who emphasized that community-based

learning connects classroom content with real-life experiences, and Fernandez (2025), who noted that it supports civic competence, social awareness, and responsible citizenship.

The highest mean, 3.91 (SD = 0.44), was obtained for “I relate Araling Panlipunan lessons to current societal issues and concerns,” interpreted as Very High. This indicates that teachers regularly connect lessons with current social issues, allowing students to analyze real problems, relate classroom knowledge to everyday experiences, and develop civic awareness and higher-order thinking. This is consistent with Lagarde and Cabaguing (2025) and Fernandez (2025), who highlighted the role of real-world and community issues in developing analytical skills and civic responsibility. The lowest mean, 3.78 (SD = 0.47), was for “I integrate local culture, traditions, and practices into classroom discussions and learning activities,” which was still interpreted as Very High. This shows that teachers consistently incorporate local cultural experiences into instruction. Its slightly lower rating may be because identifying appropriate local practices requires more deliberate planning than incorporating current social issues.

Overall, community-based learning enables students to connect Araling Panlipunan concepts with familiar social and cultural experiences, helping them appreciate their communities, develop civic responsibility, and apply learning to real-life situations. Fernandez (2025) and Hibanada et al. (2024) likewise emphasized its contribution to civic awareness, social responsibility, collaboration, and community engagement.

Table 3- Distribution of Respondents' Level of Experiential Learning Strategies as to Reflective Activities

Indicators	Mean	SD	Description
As a teacher,			
I ask students to reflect on what they have learned after completing classroom activities.	3.83	0.43	At all Times
I encourage students to write reflections about their learning experiences and insights.	3.78	0.50	At all Times
I provide students with time to think and reflect on their classroom experiences and learning.	3.80	0.47	At all Times
I ask students to identify and explain what they learned from classroom activities and discussions.	3.86	0.41	At all Times
I guide students in analyzing their understanding and comprehension of lesson concepts.	3.86	0.45	At all Times
I encourage students to share their insights and realizations after classroom discussion and activities.	3.84	0.46	At all Times
I use reflective questions after each lesson to encourage students to think critically about their learning.	3.82	0.52	At all Times
I ask students to evaluate their own learning progress and classroom performance.	3.80	0.48	At all Times
I integrate self-assessment activities that encourage students to reflect on their strengths and areas for improvement.	3.80	0.42	At all Times
I allow students to connect lesson concept with their personal experiences and real-life situations.	3.88	0.39	At all Times
Overall	3.82	0.45	At all times

Legend: 3.26 - 4.00 – At all times / Very High 1.76 - 2.50 - Sometimes / Low
 2.51 - 3.25 – Most of the time / High 1.00 - 1.75 - Never / Very Low

Table 3 shows that reflective activities were implemented at a very high level, with an overall mean of 3.82 (SD = 0.45), interpreted as At All Times. This indicates that teachers regularly use reflection to deepen learning, connect lessons to real life, and develop higher-order thinking (Zambrano & Suaverdez, 2025; Hamilton & Klebba, 2022).

The highest mean was 3.88 (SD = 0.39) for connecting lesson concepts with personal experiences and real-life situations, showing that teachers make learning relevant to students' daily lives (Salvador-Desnacio, 2021).

The lowest mean was 3.78 (SD = 0.50) for encouraging written reflections. Although lowest, it remained Very High, suggesting that reflective writing is regularly practiced but may require more time and support. Overall, reflective activities help students understand lessons, reflect on their experiences, and apply learning to real-life situations, consistent with Zambrano and Suaverdez (2025) and Ala and Fernal (2025).

Table 4- Distribution of Respondents' Level of Experiential Learning Strategies as to Problem-Based Learning

Indicators	Mean	SD	Description
As a teacher,			
I present real-life problems related to social issues to make lessons more relevant and meaningful for students.	3.88	0.40	At all Times
I encourage students to propose possible solutions to problems within the community.	3.83	0.44	At all Times
I use problem-solving tasks and activities to help students understand lesson concepts more effectively.	3.73	0.47	At all Times
I encourage students to analyze the causes and effects of different social issues.	3.81	0.38	At all Times
I provide case studies that allow students to examine and solve real-life social situations.	3.70	0.50	At all Times
I promote group problem-solving activities that encourage collaboration and teamwork among students.	3.81	0.42	At all Times
I guide students in evaluating different possible solutions to social and community issues.	3.81	0.45	At all Times
I encourage critical discussions about societal problems and current social concerns.	3.79	0.39	At all Times
I use real-world issues and situations to strengthen students' understanding of lesson concepts	3.89	0.41	At all Times
I encourage students to reflect on the effectiveness and possible outcomes of the solutions they propose.	3.86	0.48	At all Times
Overall	3.81	0.43	At all times

Legend: 3.26 - 4.00 – At all times / Very High 1.76 - 2.50 - Sometimes / Low
 2.51 - 3.25 – Most of the time / High 1.00 - 1.75 - Never / Very Low

Table 4 shows that problem-based learning was implemented at a very high level, with an overall mean of 3.81 (SD = 0.43), interpreted as At All Times. This indicates that teachers consistently use real-life issues, problem-solving activities, and discussions to develop students' critical thinking, decision-making, and application of learning (Tiburcio, 2025; Hung, 2021).

The highest mean was 3.89 (SD = 0.41) for using real-world issues and situations to strengthen students' understanding of lesson concepts. This shows that teachers regularly connect Araling Panlipunan lessons with current social issues, helping students analyze situations, consider different perspectives, and apply knowledge to real life (Tiburcio, 2025; Triasningsih et al., 2021).

The lowest mean was 3.70 (SD = 0.50) for providing case studies to examine and solve real-life social situations. Although lowest, it remained Very High, indicating that case studies are regularly used. Its slightly lower rating may be due to the additional time and effort needed to prepare relevant and appropriate cases.

Overall, problem-based learning makes Araling Panlipunan more meaningful by engaging students in authentic problems, encouraging collaboration, analysis, and the development of practical solutions (Hung, 2021; Farhan & Arisona, 2022).

Table 5- Summary of Respondents' Level of Experiential Learning Strategies used in teaching Araling Panlipunan

Variables	Mean	SD	Interpretation
Role Playing and simulations	3.72	0.51	Very High
Community-Based Learning	3.85	0.47	Very High
Reflective Activities	3.82	0.45	Very High
Problem-Based Learning	3.81	0.43	Very High
Overall	3.80	0.47	Very High

Legend: 3.26 - 4.00 – At all times / Very High 1.76 - 2.50 - Sometimes / Low
 2.51 - 3.25 – Most of the time / High 1.00 - 1.75 - Never / Very Low

Table 5 shows that experiential learning strategies were implemented at a very high level, with an overall mean of 3.80 (SD = 0.47). This indicates that teachers consistently use interactive, meaningful, and learner-centered approaches that connect Araling Panlipunan lessons with real-life experiences, reflection, community involvement, and problem-solving (Refuerzo, 2021; Hamilton & Klebba, 2022).

Community-Based Learning obtained the highest mean of 3.85 (SD = 0.47), showing that teachers most frequently connect lessons with community experiences and real-life social issues. This helps students develop social awareness, civic responsibility, and critical thinking (Lagarde & Cabaguig, 2025).

Meanwhile, Role-Playing and Simulations had the lowest mean of 3.72 (SD = 0.51) but remained Very High. This indicates that teachers regularly use these activities to help students understand historical and social issues, consider different perspectives, and participate actively. The approach is particularly relevant

to Grades 7 and 8, where students study Philippine, Asian, and world history. These findings are consistent with Castillo et al. (2025) and Makri (2022), who emphasized that role-playing and simulations promote engagement, collaboration, historical understanding, and critical thinking.

Overall, all four experiential learning strategies were implemented at a very high level, demonstrating that teachers consistently provide students with opportunities to connect classroom learning with real-world experiences.

Problem 2. What is the student-respondents level of cognitive skills based on analysis, evaluation, and problem-based reasoning?

Table 6- Distribution of Respondents' Level of Cognitive Skills based on Analysis

Indicators	Mean	SD	Description
As a student,			
I can identify the main ideas and important concepts from discussions about historical and social topics in Araling Panlipunan.	3.35	0.55	At all Times
I can explain the causes and effects of historical and social events discussed in class.	3.23	0.52	Most of the Time
I can break down complex social issues into simpler and more understandable parts.	3.10	0.58	Most of the Time
I can distinguish relevant information from irrelevant details during lessons and classroom discussions.	3.11	0.56	Most of the Time
I can compare and examine different perspectives about social and historical issues.	3.20	0.50	Most of the Time
I can organize information gathered from classroom activities and discussions in a clear and logical manner.	3.29	0.53	At all times
I can identify patterns and connections in historical and societal events discussed in class.	3.19	0.51	Most of the Time
I can interpret information and ideas shared during group activities and classroom discussions.	3.36	0.50	At all Times
I can recognize the relationships between events, ideas, and concepts discussed in Araling Panlipunan lessons.	3.29	0.54	At all Times
I can summarize lesson concepts using my own understanding and interpretation.	3.30	0.57	At all Times
Overall	3.24	0.54	Most of the Time

Legend: 3.26 - 4.00 – At all times / Very High 1.76 - 2.50 - Sometimes / Low
2.51 - 3.25 – Most of the time / High 1.00 - 1.75 - Never / Very Low

Table 6 shows that students demonstrated a high level of analytical skills, with an overall mean of 3.24 (SD = 0.54), interpreted as Most of the Time. This indicates that students generally analyze, interpret, organize information, identify relationships, and draw logical conclusions in Araling Panlipunan. The finding is consistent with Nor et al. (2021) and Baco and Estano (2024), who emphasized the importance of analysis in understanding and connecting complex information.

The highest mean was 3.36 (SD = 0.50) for interpreting information and ideas shared during group activities and discussions, interpreted as Very High. This shows that collaborative activities help students understand different perspectives and explain ideas more clearly (Hart et al., 2021; Mananap, 2025).

The lowest mean was 3.10 (SD = 0.58) for breaking down complex social issues, although it remained High. This may be because complex issues involve multiple factors and perspectives that require deeper analysis. Activities such as issue analysis, concept mapping, discussions, and problem-solving can strengthen this skill (Mananap, 2025; Andreucci-Annunziata et al., 2023).

Overall, students demonstrate strong analytical abilities, particularly when learning involves discussion and active engagement with information.

Table 7- Distribution of Respondents' Level of Cognitive Skills based on Evaluation

Indicators	Mean	SD	Description
As a student,			
I can evaluate whether the information shared during class discussions is accurate and reliable.	3.26	0.51	At all Times
I can determine which ideas or explanations are more valid and reasonable in Araling Panlipunan topics.	3.28	0.50	At all Times
I can support my answers and opinions using facts, evidence, and examples from lessons.	3.36	0.48	At all Times
I can assess the strengths and weaknesses of different viewpoints about social and historical issues.	3.14	0.49	Most of the Time
I can clearly explain why I agree or disagree with a particular idea or opinion.	3.29	0.53	At all Times
I can evaluate the significance and impact of issues discussed in Araling Panlipunan lessons.	3.21	0.47	Most of the Time
I can determine whether solutions presented during classroom activities are effective and appropriate.	3.24	0.55	Most of the Time
I can assess historical interpretations by examining supporting evidence and facts.	3.22	0.50	Most of the Time
I can justify my opinions and ideas during classroom discussions using logical reasoning.	3.25	0.46	Most of the Time
I can critically evaluate information gained from activities such as group work, simulations, and classroom discussions.	3.24	0.52	Most of the Time
Overall	3.24	0.50	Most of the Time

Legend: 3.26 - 4.00 – At all times / Very High 1.76 - 2.50 - Sometimes / Low
 2.51 - 3.25 – Most of the time / High 1.00 - 1.75 - Never / Very Low

Table 7 shows that students demonstrated a high level of evaluative skills, with an overall mean of 3.24 (SD = 0.50), interpreted as Most of the Time. This indicates that students can assess information, consider evidence, and make reasoned judgments about social, historical, and civic issues (Rodriguez-Rojas et al., 2024).

The highest mean was 3.36 (SD = 0.48) for supporting answers and opinions with facts, evidence, and lesson examples, interpreted as Very High. This shows that students can use evidence to justify their ideas and form logical conclusions, consistent with Andreucci-Annunziata et al. (2023) and Mananap (2025). The lowest mean was 3.14 (SD = 0.49) for assessing the strengths and weaknesses of different viewpoints, although it remained High. This may be because comparing perspectives requires students to examine evidence, identify differences, and evaluate competing arguments. Activities such as debates, document analysis, and evidence-based discussions can further develop this skill (Zeng & Ravindran, 2025; Calma & Davies, 2025).

Overall, students demonstrate strong evaluative skills, particularly in using evidence to support their judgments, while continued opportunities to compare viewpoints can further strengthen their critical evaluation abilities.

Table 8- Distribution of Respondents' Level of Cognitive Skills based on Problem-based Reasoning

Indicators	Mean	SD	Description
As a student,			
I can develop practical solutions to social issues by using the knowledge and skills learned in Araling Panlipunan.	3.29	0.46	At all Times
I can analyze possible outcomes before deciding on a solution to a problem.	3.26	0.49	At all Times
I can apply critical thinking skills when solving community-related problems discussed in class.	3.28	0.45	At all Times
I can use information gathered from discussions and activities to make informed decisions.	3.36	0.47	At all Times
I can work with classmates to develop effective solutions to social issues and classroom problems.	3.43	0.44	At all Times
I can adapt my ideas and solutions when faced with new information or challenges.	3.26	0.50	At all Times
I can identify possible actions that individuals and communities can take to address social concerns.	3.20	0.46	Most of the Time
I can apply lessons from historical events to solve present-day social and community problems.	3.24	0.51	Most of the Time
I can make thoughtful judgments when encountering unfamiliar or challenging situations.	3.17	0.48	Most of the Time
I can enhance my responses after considering comments and suggestions from teachers or peers.	3.40	0.45	At all Times
Overall	3.28	0.47	At all times

Legend: 3.26 - 4.00 – At all times / Very High 1.76 - 2.50 - Sometimes / Low

2.51 - 3.25 – Most of the time / High

1.00 - 1.75 - Never / Very Low

Table 8 shows that students demonstrated a very high level of problem-based reasoning, with an overall mean of 3.28 (SD = 0.47), interpreted as At All Times. This indicates that students consistently apply knowledge, analyze situations, and develop solutions to real-life social and community problems. The findings are consistent with Siregar et al. (2025) and Yu and Zin (2023), who found that problem-based learning strengthens reasoning and critical thinking.

The highest mean was 3.43 (SD = 0.44) for working with classmates to develop solutions to social and classroom problems, interpreted as Very High. This shows strong collaborative problem-solving skills, as students share ideas, consider different perspectives, and work together toward solutions (Razak et al., 2022; Benedicto & Andrade, 2022).

The lowest mean was 3.17 (SD = 0.48) for making thoughtful judgments in unfamiliar or challenging situations, interpreted as High. This may be because unfamiliar problems require students to apply knowledge in new situations and make decisions with limited certainty. Case studies, simulations, inquiry projects, and group discussions can further strengthen this skill (Arifin, 2021; Riwanto, 2020).

Overall, students demonstrate strong problem-based reasoning, particularly in collaborative problem-solving, while authentic and challenging learning experiences can further develop their ability to make sound judgments in unfamiliar situations.

Table 9- Summary of Respondents' Level of Cognitive Skills

Variables	Mean	SD	Interpretation
Analysis	3.24	0.54	High
Evaluation	3.24	0.50	High
Problem-Based Reasoning	3.28	0.47	Very High
Overall	3.25	0.50	High

Legend: 3.26 - 4.00 – At all times / Very High 1.76 - 2.50 - Sometimes / Low
 2.51 - 3.25 – Most of the time / High 1.00 - 1.75 - Never / Very Low

Table 9 shows that students demonstrated a high level of cognitive skills (M=3.25, SD=0.50) in analysis, evaluation, and problem-based reasoning. This indicates that they can analyze information, assess evidence, and apply knowledge to real-life situations. Liu et al. (2024) support that these are key components of higher-order thinking.

Problem-Based Reasoning had the highest mean (M=3.28, SD=0.47), interpreted as Very High, showing students' strong ability to apply knowledge and develop solutions. Evaluation had the lowest mean (M=3.24, SD=0.50), but remained High, indicating that students can assess evidence and viewpoints. More activities such as debates, discussions, and document analysis may further strengthen this skill.

Problem 3. Is there a significant relationship between experiential learning strategies and students' cognitive skills?

Table 10- Result of the Test on Relationship between Experiential Learning Strategies and Students' Cognitive Skills

Experiential Learning Strategies	Cognitive Skills			Overall r-value p-value Interpretation
	Analysis	Evaluation	Problem-Based Reasoning	
	r-value p-value interpretation	r-value p-value Interpretation	r-value p-value Interpretation	
Role-Playing and Simulations	0.58	0.54	0.60	0.59
	0.002	0.004	0.001	0.001
	S	S	S	S
Community-Based Learning	0.62	0.57	0.65	0.63
	0.001	0.003	0.001	0.001
	S		S	S
Reflective Activities	0.60	0.63	0.61	0.62
	0.002	0.001	0.002	0.001
	S	S	S	S
Problem-Based Learning	0.66	0.68	0.70	0.69
	0.001	0.001	0.001	0.001
	S	S	S	S

Legend: *significant at $p < 0.05$ alpha level

S - significant NS- not significant

Table 10 shows significant positive relationships between all experiential learning strategies and students' cognitive skills, with all p -values below 0.05. Thus, the null hypothesis is rejected, indicating that greater use of experiential learning is associated with higher cognitive skills.

- Role-Playing and Simulations were significantly related to analysis ($r=0.58$), evaluation ($r=0.54$), and problem-based reasoning ($r=0.60$).
- Community-Based Learning showed significant relationships with analysis ($r=0.62$), evaluation ($r=0.57$), and problem-based reasoning ($r=0.65$).
- Reflective Activities were significantly related to analysis ($r=0.60$), evaluation ($r=0.63$), and problem-based reasoning ($r=0.61$).
- Problem-Based Learning showed the strongest relationships with analysis ($r=0.68$), evaluation ($r=0.68$), and problem-based reasoning ($r=0.70$).

Overall, the findings indicate that experiential learning strategies are positively associated with students' ability to analyze information, evaluate evidence, and solve problems. Problem-Based Learning showed the strongest relationship, particularly with problem-based reasoning, supporting the value of authentic and learner-centered activities in developing cognitive skills.

Problem 4. Does the use of experiential learning strategies significantly predict students' cognitive skills?

Table 11- Result of the Multiple Linear Regression Analysis of Experiential Learning Strategies as Predictors of Students' Cognitive Skills

Predictor Variable	Beta	t-value	p-value	Interpretation
Experiential Learning Strategies	0.71	8.45	0.001	Significant

Legend: *significant at $p < 0.05$ alpha level S - significant NS- not significant

Table 11 shows that experiential learning strategies significantly predict students' cognitive skills ($\beta = 0.71$, $p = 0.001$). Since the p -value is below 0.05, the null hypothesis is rejected. The positive beta indicates that greater use of experiential learning strategies predicts higher cognitive skills.

The findings suggest that active participation, reflection, inquiry, and real-life application help students develop their ability to analyze information, evaluate ideas, and reason through problems. This supports Hamilton and Klebba (2022) and Sharma and Lajwanti (2025), who emphasized the role of meaningful experiences in strengthening learning and cognitive development.

Table 12- Result of the Multiple Linear Regression Analysis as to which of the Experiential Learning Strategies Strongly Predict Students' Cognitive Skills

Predictor Variable	B	SE	β	t-value	p-value	Interpretation
Role-Playing and Simulations	0.286	0.071	0.301	4.028	<.001	Significant predictor
Community-based learning	0.198	0.076	0.214	2.605	<.001	Significant predictor
Reflective Activities	0.241	0.069	0.267	3.493	<.001	Significant predictor
Problem-based learning	0.327	0.069	0.346	4.739	<.001	Significant predictor

Legend: *significant at $p < 0.05$ alpha level S - significant NS- not significant

Table 12 shows that the overall regression model was significant ($F = 36.84$, $p < .001$), indicating that the four experiential learning strategies significantly predict students' cognitive skills.

Among the strategies, Problem-Based Learning had the strongest predictive contribution ($\beta=0.346$, $p<.001$), followed by Role-Playing and Simulations ($\beta=0.301$), Reflective Activities ($\beta=0.267$), and Community-Based Learning ($\beta=0.214$), all with $p<.001$.

Overall, all four strategies significantly predict students' cognitive skills, with Problem-Based Learning as the strongest predictor. The findings support Yuliani et al. (2021) and Hafizah et al. (2024), highlighting the value of experiential and problem-based learning in developing higher-order thinking skills.

Discussion

The findings show that community-based learning was the most frequently used experiential learning strategy, while role-playing and simulations had the lowest mean but remained very high. This indicates that teachers consistently connect lessons with real-life situations, community issues, and different perspectives.

Students demonstrated the highest cognitive skill in problem-based reasoning, showing their ability to apply knowledge and develop solutions. Evaluation had the lowest mean but remained high, indicating that students can assess evidence and viewpoints but may need more opportunities to strengthen this skill. The results also revealed a significant positive relationship and predictive effect between experiential learning strategies and students' cognitive skills. This suggests that active participation, reflection, and real-life application are associated with stronger abilities in analysis, evaluation, and problem-based reasoning.

Conclusion

The study concludes that community-based learning is the most commonly used experiential learning strategy, while students show their strongest cognitive skill in problem-based reasoning. Experiential learning strategies are significantly related to and predictive of students' cognitive skills. Thus, connecting Araling Panlipunan lessons to real-life experiences can help learners develop higher-order thinking and apply their knowledge to social, historical, and civic issues.

Recommendations

Based on the findings of the study, the following recommendations are suggested:

1. Araling Panlipunan teachers should use more role-playing and simulations so students can explore history and social issues from different points of view.
2. Teachers should help students get better at evaluating by using activities that involve looking at evidence, comparing ideas, and thinking things through logically.
3. Schools and teachers should keep experiential learning alive by connecting lessons to everyday situations, encouraging reflection, and tackling real problems.
4. Educators should bring in problem-based learning by using real community issues that push students to come up with and defend their own solutions.

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