

The Sequel of VDOCS On the Magnification of Learners in Identifying the Tenets of Political Ideologies

Alejo A. Cambri Jr.

Teacher III

Cagayan National High School

ABSTRACT

This research ushers to magnify the academic performance of Grade 11 GAS students in identifying the nature, features and characteristics of the tenets of political ideologies through Video Documentaries. The intervention was introduced to address the problem on classroom teaching of the lesson in Philippine Politics and Governance specifically on the topic on Tenets of Political Ideologies. The study assumed to register the consistent low performance among grade 11 learners. The obtrusion is a compilation of video documentaries to enhance their difficulty in identifying the nature, features and characteristics of the tenets of political ideologies. It inscribed their need through technological integration through the use of video documentaries. It uncovered the learners about issues on various political thoughts like conservatism, socialism, communism, capitalism etc. Moreover, it further escorts the idea that this obtrusion upheld the K to 12 pedagogical tumult for empowering the teacher-learner to embrace technology as a tool for better grasp of teaching learning pedagogy.

The intervention was employed among Grade 11 Shakespeare students following a one group design. The results of the study showed that there is a significant increase in the academic performance of the students after the implementation of the intervention. Furthermore, it also indicated that there is a very large effect on the learning competency addressed. This notes that the intervention enhanced students' performance in identifying the tenets of political ideologies.

KEYWORDS: *Video Documentaries, Political Ideologies, obtrusion, pedagogical tumult*

Article Received: 10 August 2020, Revised: 25 October 2020, Accepted: 18 November 2020

INTRODUCTION

Political ideology is a belief and value systems, a discussion of existing power relationships, an exploration on how political change is achieved in line with these power relations, and an illustration of a desired future. It is a term which is narrower in scope than the ideas expressed in concepts such as worldview, imaginary and ontology.

Political ideology is more or less coherent set of ideas that direct or organize a specific political action (Heywood 2013). It is a comprehensive set of normative beliefs, conscious and unconscious ideas, that an individual group or society has.

The 21st century generation adheres to the inclusion of ICT in the newly created R.A 10533 as an innovation in the Department of Education. ICT must be used and taught in powerful and meaningful ways. With its rapid development, educators should find ways to integrate technology in the teaching-learning process. Targeting holistic growth for learners is a crucial factor in realizing the need to

develop ICT curriculum standards for K-12 schools in the Philippines.

One of the competencies that is stipulated in the curriculum guide under Philippine Politics and Governance as core subject offered for grade 11 senior high school is to identify the basic tenets of major political ideologies (i.e., liberalism, socialism, conservatism, etc.), to differentiate the political ideologies, to examine the relationship between political ideologies and configurations of political communities, to critique ideas that have a direct impact on how we try to manage ourselves as a political community and analyze how political ideologies impact on the social and political life of Filipino.

As reflected from the proficiency level of the competency result during the first semester of 2018-2019, there was a difficulty on the part of the HUMSS learners. Most of the learners incurred least mastered along the competency in identifying the tenets of political ideologies.

This video documentaries as instructional material helps learners enhance their difficulty in identifying the nature, features and characteristics of the tenets of political ideologies. It addresses their need through technological integration like the use of video documentaries. This further brings the idea that this intervention upholds the K to 12 pedagogical tumult for empowering the teacher-learner to embrace technology as a tool for better grasp of teaching learning pedagogy.

It is for this reason that the fundamental purpose of the study is to researcher was motivated to make this action research.

I. Innovation, Intervention and Strategy

Video documentaries are sets of downloadable short films, YouTube and documentary stories lifted from the internet sources. These video documentaries are collection of technological materials about the nature, features and characteristics of political ideologies.

The research focused on the integration of technological aid as a means of easy facilitation of learning. As reflected from the proficiency level of the competency result during the first semester of 2018-2019, there was a difficulty on the part of the learners. Most of the learners incurred least mastered along the competency in identifying the tenets of political ideologies. Hence, an intervention was developed.

The researcher conducted the study titled "Effects of VDocs on the Enhancement of Learners in Identifying the Tenets of Political ideologies. This video documentaries as instructional material greatly facilitated a better understanding of learners in identifying the nature, features and characteristics of the tenets of political ideologies.

In the process of implementing the intervention, first, the teacher prepared different video documentaries available in the internet. The students were given ample time to watch the video after which they were tasked to answer the guide questions posted. Next, the teacher asked further their insights about the issues presented in the video documentaries. Meanwhile, the teacher guide the learners by giving additional explanation for better grasp of the issues. Their exposure on various videos and documentaries brought them some vital information about political ideologies. Finally, this further brought the

idea that this intervention upholds the K to 12 pedagogical clamour for empowering the teacher-learner to embrace technology as a tool for better grasp of teaching learning pedagogy.

A pre-test and a post – test were given in order to assess its impact and determine if there was a progress on students' performance and output in class.

Research Problem

This study aimed to determine the sequel of VDocs on the enhancement of learners in identifying the tenets of political ideologies Grade 11 GAS – Shakespeare students.

Specifically, it aimed to answer the following questions:

1. What is the Mean scores of the students before the implementation of Video Documentaries (VDocs) in identifying the tenets of political ideologies”?
2. What is the Mean scores of the students after the implementation of Video Documentaries (VDocs) in identifying the tenets of political ideologies”?
3. Is there a significant increase in the Mean scores of the students before and after the implementation of the proposed intervention?
4. What is the effect size of the intervention in identifying the tenets of political ideologies?

Research Methods

This study employed the Pretest-Posttest Design. The Pretest shall be given to the Grade 11 GAS – Shakespeare students to assess their knowledge on various political ideologies.

The Post test was used to determine the effectiveness of VDocs on the enhancement of learners in identifying the tenets of political ideologies.

A. Participants and/or Other Source of Data and Information

The study was conducted to the forty (48) Grade 11 GAS-Shakespeare students of the CNHS - Senior High on the Week 2 of January and Week 1 of February 2020 for the School Year 2019 – 2020.

The sources of the data were the results of the pre test and post test scores of the students from the teacher-made validated test questionnaire.

To have a reliable data to be analyzed, reliable instrument was used. This was done through the validation of the 15 items test questionnaire.

B. Data Gathering Methods

The researchers administered a pre test covering topics on (1) identifying the basic tenets of the major political ideologies (2) differentiating the political ideologies and (3) examine the relationship between political ideologies & configurations of political communities. This was to assess the performance of the experimental group before the implementation of the intervention. The pre test, with Table of Specifications, consists of 15 items was based on the learning competencies indicated in the Curriculum Guide of Philippine Politics and Governance.

In the Experimental Stage, the researcher mentored the participants on how to identify the tenets of political ideologies using VDocs.

The intervention covered the following procedures: (1) instruction requiring interactive participation through the use of video documentaries and (2) sharing presentation of insights vis a vis the video documentaries on various political issues and ideologies.

After the intervention, the researchers administered to the participants a posttest that was made parallel to the pretest.

Ethical Issues

In the conduct of this study, the researcher followed the standard operating procedures under the Research Management Guidelines or DepEd Order No. 16, s. 2017. The

researcher sought the approval of the students’ parents or guardians, principal and other concerned authorities. Only parents who allowed the participation of their child in the study were included in the data gathering and analysis. Results of the study were held with utmost confidentiality.

Furthermore, references and other materials used in this study were properly acknowledged.

Discussion of Results and Reflection

Students are indeed very relax and not too serious in their academic performance when they see teachers not using any instructional materials when discussing lessons. The use of pedagogical approaches that would instill and inspire them in their academic performances would inhibit students in participating classroom discussions. Espoused by Carag (2020), in his study that would entails different pedagogical approaches being used in the four walls of the classroom. These pedagogical approaches like the viewing of video documentaries would

Today, the short form documentary has filled an important role in education. Teacher and educational journalist Mark Phillips explains in his *Edutopia* blog “Film as a Great Motivator” that “this generation of students is film and video oriented; we should use this, not bewail it.” Mentors need to meet students where they are, and the continuously growing digital landscape is an important opportunity for educators.

Table 1: Mean Scores and Standard Deviation Before and After VDocs

	Mean	N	Std. Deviation	Std. Error Mean
Pre-test	6.2292	48	1.40273	.20247
Post-test	9.9167	48	2.10201	.30340

Table 1 shows the mean scores and standard deviation of the students. It could be seen from the table that the post- test mean score is higher than the pre-test. Moreover, the students have more clustered scores in the pre-test than in the post- test.

Documentaries are emotionally powerful vehicles that can transport students to other cultures and create an awareness of global issues from the inside out through feeling and empathy. When enhanced with written reflection, films help students develop social and emotional learning in ways not available from textbooks or lectures. Students can experience the world through real-life people as well as see and feel what it is like for a person living

around the world. Numerous students manifest to a wide range of real-world problems in their daily lives, either through media or in their own backyards. Some of these affairs include poverty, politics, socio-economics, indigenous rights, immigration, violence, modernization and environmental changes. A short of documentary issues can expose students to any number of global issues, reduce isolation and allow to connect to innovations and inspiration from sources beyond their immediate environment. The VDocs is a new teaching and discussion forum using short documentaries. The platform complements classroom curricula and highlights issues that youths nowadays care about such as technology and society, race, gender identity and civil rights.

Table 2: Pre test - Post test Mean Scores Comparison

	t	df	p-value
Pre-test - Post-test	-13.043	47	0.000

Table 2 shows the comparison of the pre- test and post -test mean scores of the group. From the table, the comparison yielded a probability value which is equal to 0.000, which implies that VDocs is effective in increasing the scores of the students in the competency tested.

The short documentary films that highlight global cultures and environmental issues, and related lesson plans contain reflective writing questions to accompany the stories. By using film in a learning environment, educators can get the attention of young people and take them on a

journey to experience the world. Propounded by Arlazarovet.al(2014), global stories and issues become relevant to students’ lives and can support truly meaningful classroom discussions and activities, allowing students to find their own voices, making them stronger global citizens in this fast changing world. Because short, global documentaries can transcend boundaries and cultures, they are powerful tools for integrating universal human values integral to global education, believed by Butler(2007).

Table 3. Effects Size of VDocs in identifying the tenets of political ideologies among Grade 11 GAS students

Effect Size Measure	Effect Size Value
Cohen’s d	5.273
Very large effect	

Table 3 presents the effect size of the intervention in identifying the tenets of political ideologies. It registers at 5.273 effect size value which means that VDocs as an intervention has a very large effect on the competency of Grade 11 GAS students along identifying the tenets of political ideologies.

The use of videos stimulates the cognitive processes of thinking, reasoning, problem-solving, decision-making, and creating. Videos take the student beyond recall-and-relate activities, Carag (2020). Use videos to engage viewers with more complex themes, and to facilitate further engagement with the content.

The revolution had been quietly taking place in the education industry as they invade even beyond cyberg. The ever-expanding use of video in academic institution has made one thing clear. There limitless to the number of students who can be reached, attested by Clifford (2001). There is a growing call to action in the education sector to graduate from traditional textbooks and adopt a holistic video approach that could enrich students’ academic performances. The latter’s benefits for students and teachers alike are noteworthy. As a complimentary tool, videos enhance the quality of teaching and learning in the classroom as well as an alternative learning environment, Galiza(2020).

In conclusion, the use of Video Documentaries as an intervention brought a positive impact or very large effect among Grade 11 GAS-Shakespeare students in identifying the tenets of political ideologies. The students were able to have an easy grasp of the differences of political ideologies and examine its impact in the larger political communities. There was a friendly sharing of ideas and insights on the topic after the presentation of video documentaries which gave them the knowledge to further explain smoothly their thoughts during the discussion proper. It was observed further that they engaged themselves in the discussion with the aid of the intervention rather than solely listening through lecture method.

The video documentaries is evidently of great help among learners in understanding the topics in Philippine Politics and Governance particularly in identifying the tenets of political ideologies. There was a positive response of the learners when they were exposed with computer aided instruction. It was very evident that students easily absorbed the lesson when visual instruction like video documentaries was presented to them.

Recommendation

1. Basic Education Unit of the Department of Education may empower learning experiences for teacher and students by mean of provision of instructional materials

CONCLUSIONS

that would help boost the teaching -learning outcome.

2. Basic Education Unit of the Department of Education may pivot on learning process and outcome which are structured for creativity, innovation to ensure relevance for student learning achievement and opportunity on the challenges of educational curriculum system.
3. Basic Education Unit of the Department of Education may intensify quality of education and provide quality system of development in the domain of learning in maintaining academic values on the challenges on quality standard of education.

Program. The Asian EFL Journal. 27(5.1): 404-414

[6] V. V. Arlazarov, A. Zhukovsky, V. Krivtsov, D. Nikolaev and D. Polevoy. (2014). "Analysis of using stationary and mobile small-scale digital cameras for documents recognition", *Information Technologies and Computing Systems*, no. 3, pp. 71-78

REFERENCES

[1] Bangayan- Manera, A. (2019). Doodle: Towards a Hermeneutical Appreciation in Jacques Derrida's Deconstruction. The Asian EFL Journal. 24(4.2) : 191-204

[Butler T. (2007) *Memoryscape: How audio walks can deepen our sense of place by integrating art, oral history and cultural geography*. Geography Compass 1(3): 360-372.

[2] Carag, E.A. (2020). Pedagogical Approaches Used By Teachers In Teaching MAPEH in the Division of Tuguegarao City, Philippines. *International Journal of Psychosocial Rehabilitation*. 24 (7).

[Clifford J. (2001) *Writing Culture: The Poetics and Politics of Ethnography* . Berkeley, CA: University of California Press

[3 D. Esser, K. Muthmann and D. Schuste.(2013). Information extraction efficiency of business documents captured with smartphones and tablets", *Proceedings of the 2013 ACM Symposium on Document Engineering ser. DocEng '13*, pp. 111-114, 2013.

[4] Frederick Erickson (2011) Uses of video in social research: a brief history, *International Journal of Social Research Methodology*, 14:3, 179-189, DOI: [10.1080/13645579.2011.563615](https://doi.org/10.1080/13645579.2011.563615)

[5] Galiza, C. (2020). The 3d's in Writing Proficiency: A Basis for language enhancement