

Knowledge, Attitude, and Practices of Araling Panlipunan Teachers Towards Reflective Approach: An Input for Learning Action Cell

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ABSTRACT

As online, blended, and face-to-face instruction modalities are getting more popular, reflective approaches to instruction could improve learning outcomes in the Philippines. This shift demands that educational approaches be critically reevaluated. Enhancing the quality of instruction in the Araling Panlipunan subject requires an understanding of teachers' reflective approach-related knowledge, attitudes, and practices (KAP). Offering insights into current use in the Philippine educational setting, this study examines the KAP of Araling Panlipunan teachers toward reflective teaching. Using a sequential mixed-methods research design, the study first collected quantitative data via questionnaires, then collected qualitative data from 50 teacher respondents through semi-structured interviews. The results show a "Very High" degree of knowledge and a positive attitude toward reflective approaches, especially in debates and essays. The curriculum's focus on material, however, limits opportunities for critical thinking, making it difficult for students to use these methods effectively. The suggested Learning Action Cell (LAC) programs seek to improve teacher skills through collaborative problem-solving, sharing of knowledge, and training to address these challenges. According to the study, professional development and resource allocation can greatly enhance teaching quality by incorporating workshops focused on reflective teaching and encouraging peer support, which would ultimately promote student learning and teacher development.

KEYWORDS

reflective teaching; Araling Panlipunan; Knowledge Attitudes Practices (KAP); Learning Action Cell (LAC); professional development.

INTRODUCTION

Araling Panlipunan, which includes geography, history, economics, and civics, is an important subject in the Philippine educational system. It is essential in forming students' views of their identities, cultural backgrounds, and social obligations. However, it becomes challenging to effectively and consistently focus on Social Studies to ensure that students are appropriately prepared for the needs of the twenty-first century. Teaching social studies is a crucial aspect of creating responsible citizens and expanding the potential for a competitive and well-rounded workplace (Bulqiyah, et al., 2021). A key component of a reflective approach is to encourage students to analyze writing, contexts, and mental processes critically. This promotes the growth of higher-order thinking abilities including assessment, synthesis, and analysis.

There is notable lack of studies specifically addressing the reflective practices employed by Araling Panlipunan Secondary Teachers in the Philippines. Based on Seludo J. G.'s observation, along with N. M. Murillo (2023), Social studies teachers continue to impart the values, attitudes, and knowledge necessary for students to be successful and ideal members of society despite their challenges. Integrating reflective methodologies allows Araling Panlipunan teachers to constantly evaluate and enhance their teaching methods, guaranteeing that they cater to the different needs of students.

The results of this study will greatly impact the professional development and preparation of Araling Panlipunan teachers by encouraging an approach to teaching that is in line with the competencies needed in the twenty-first century. It emphasizes how crucial it is for educators to engage in ongoing reflection to adapt to changing educational contexts and cultivate the generation of creative ideas and critical thinking. Therefore, the study goal is to determine the reflection-related knowledge, attitudes, and practices of teachers in Araling Panlipunan.

The objective of this research is (1) To investigate the actual knowledge, attitude, and practices that Araling Panlipunan teachers employ in implementing reflective approaches in their classrooms and examining how these approaches impact student learning outcomes, and (2) Contextualize reflective approaches in Araling Panlipunan within the framework of standardizing practices or strategies implemented in the Philippines.

RESEARCH METHODS

Research Design

Mixed method design as the research design, particularly an explanatory sequential mixed method was utilized by the researcher. This method had two phases beginning with quantitative data collection and analysis followed by qualitative data collection to explain or expound on the quantitative findings.

Quantitative Research Design

In quantitative analysis, the study described the current knowledge, attitude, and practice of Araling Panlipunan teachers toward the reflective approach. It helped identify the existing level of knowledge, the teachers' perspectives on reflective practice, and the extent to which reflective strategies are implemented in teaching. Providing an overview of the data without assuming any about the relationships or patterns within the data, it utilized the use of numerical data and statistical measures. The researcher used tools such as (1) Mean, (2) Standard Deviation, and (3) Narrative Analysis. Mixed method design as the research design, particularly an explanatory sequential mixed method was utilized by the researcher. This method had two phases:

Qualitative Research Design

Using a qualitative research approach, this study aims to collect non-numerical data to comprehend the settings, experiences, and meanings of reflective practices among Araling Panlipunan teachers. Among the primary methods were semi-structured interviews, which enabled participants to freely express their opinions and facilitate in-depth discussions; classroom observations, which offered valuable perspectives on the practical implementation of reflective strategies; case studies, which examined teachers who successfully employed reflective approaches; and content analysis of reflective essays and debate materials from the curriculum. The constructivist paradigm serves as the foundation for this design, which highlights people's subjective experiences and how they influence their practices.

Instrument

According to Kishore, K., et al. (2021), scales and instruments are other names for questionnaires. They have the important benefit of gathering data regarding qualities that are difficult to observe, such as attitudes, approaches, beliefs, or intentions. An essential component of this approach is item formulation. In addition, research instrument development was a careful procedure that required detailed preparation and execution, including a validation process, pilot testing, and reliability testing.

The researcher developed two instruments, a survey instrument (quantitative) consisting of items that cover knowledge, attitude, and practice related to the reflective approach in teaching Araling Panlipunan. This is to assess the knowledge, attitude, and practice of Araling Panlipunan teachers towards a reflective approach. The second instrument was a guide question that caters to qualitative data. The questionnaire was designed to gather data on their understanding of reflective approach concepts, their attitudes towards its implementation, and their current practices in the classroom.

The researcher ensured that the questionnaire items are clear, concise, and cover all relevant aspects of the topic. To collect quantitative data, the questionnaire probably would have closed-ended questions (such as Likert scale questions). Part I – Knowledge in the Reflective Approach, Part II.1 – Attitudes towards Reflective Approach, Part II.2 Practices related to the Reflective Approach, and Part III - Challenges and Barriers to the Reflective Approach. This information would provide the framework for input in the Learning Action Cell.

In the pilot testing phase, there were sixteen (16) non-respondent Araling Panlipunan Teachers. The instruments were validated by One (1) Statistician who checked the questionnaire's items, scales, and general design to ensure that it was fit for the research's objectives and statistically sound. One (1) Psychometrician assessed the instrument's psychometric qualities, including item performance, factor structure, and reliability. It ensured that the instrument accurately measured the intended structures. One (1) Master Teacher and One (1) Head Teacher of Araling Panlipunan who were experts in the Reflective Approach make sure that the questions properly represent the significant elements of the reflective approach in the context of Araling Panlipunan, they then look over the survey's content.

A panel of validators, consisting of specialists with considerable backgrounds in research methods and education, examined the quantitative research instrument before the start of pilot testing. The panel consisted of an Araling Panlipunan Master Teacher, a Psychometrician, a Head Teacher, and a Statistician. Each validator contributed a unique perspective: the Statistician highlighted data analysis techniques, the Psychometrician concentrated on measurement accuracy, the Head Teacher offered real-world thoughts on curriculum relevance, and the Master Teacher contributed pedagogical knowledge.

Validity can be demonstrated by showing a clear relationship between the test and what it is meant to measure. Content and Construct Validity is what the researcher did. Content Validity validation process was reviewed by the Psychometrician and the Master Teacher. Examined the instrument to make sure it fully covered the topic of the ideas being tested was on the expertise of the Psychometrician. Going over each question to make sure that it had every important Reflective Approach component. The instrument's alignment with the curriculum's objectives on the questions' clarity and appropriateness to the real teaching practices was guaranteed by the Master Teacher's input. Construct Validity was under the expertise of Head Teacher and the Statistician. With a specific focus on teachers' attitudes toward the Reflective Approach, the Head Teacher assessed how successfully the instrument's items related to acknowledged concepts and procedures in education. Offering

statistical methods to examine the connections between the outcomes of the instrument and other relevant variables, guaranteeing that the instrument successfully assessed the concepts that it was designed to evaluate is the Statistician contribution by.

A few important comments and suggestions were made by the panelists. The Head Teacher proposed making difficult questions easier to create them more reasonable to respondents and to improve clarity. The Psychometrician proposed adding some more things to evaluate approaches to teaching to improve the instrument's comprehensiveness. The Statistician emphasized how significant it was to make sure each question's response alternatives were detailed and not conflicting. Finally, the Master Teacher suggested including descriptive concerns to enable a more thorough review of the information. After following and considering the revisions, Certification of Validity confirming the instrument's eligibility for pilot testing was sent along by the validators.

For pilot testing, 16 non-respondents were the recipients of the validated tool by the researcher. Letters explain the purpose of the research, officially informing them of the importance of their participation, and expressing gratitude for their cooperation are provided to every non-respondent. Google Form is the first platform that researchers consider. With that, participants may easily complete the survey online. The purpose of this pilot testing phase is to guarantee the instrument's reliability and clarity before the entire study takes place.

After data had been gathered, it was given to the statistician for a reliability test using Cronbach's alpha coefficient. Statistical analysis helps guarantee that the research instruments produce accurate and consistent outcomes by assessing the test's validity and reliability.

Through the implementation of pilot testing and a reliability test utilizing Cronbach's alpha, the researcher can determine the validity and reliability of the instruments and obtain reliable data for the research. The comprehensive procedure improves the quality as well as the validity of the research findings.

The table shows the summary of the Reliability Test Result using Cronbach's Alpha.

Table 1. Summary of the Reliability Test Result using Cronbach Alpha

Name of Questionnaire/ Variable	Number of Items	Number of Respondents	Cronbach Alpha Value	Decision
Knowledge of the Reflective Approach	10	16	0.866	Accepted
Attitude of the Reflective Approach	10	16	0.879	Accepted
Practices of the Reflective Approach	10	16	0.806	Accepted
Challenges & Barriers to the Reflective Approach	10	16	0.884	Accepted

Note: a= 0.70-0.90, accepted

The interpretation of the statistician about the reliability test result results using Cronbach's Alpha indicates that the questionnaire used in the study has high internal consistency across all measured variables. Specifically, the knowledge of the reflective approach yielded a Cronbach Alpha value of 0.866, the attitude of the reflective approach was 0.879, the practices of the reflective approach were 0.806, and the challenges and barriers to the reflective approach scored 0.884. All these values are above the acceptable threshold, confirming that the items within each section reliably measure their respective constructs.

With this result, the statistician decided that the researcher may now confidently proceed to the data-gathering phase ensuring that the instrument has demonstrated strong reliability.

For quantitative, the researcher created two guide questions for each part of the study, Part I. Knowledge of the Reflective Approach, Part II.1 Attitude towards the Reflective

Approach, Part II.2 Practice related to the Reflective Approach, Part III: Challenges and Barriers to the Reflective Approach. After they are created, these guide question instruments were sent for evaluation and comment by expert validators. The guide questions were created and then sent to a team of professional validators for review and comment. These experts include a Psychometrician and a Master Teacher who was an expert in the Reflective Approach. To improve clarity, the Master Teacher proposed modification of several questions and provided examples to assist responders in structuring their responses. In addition, the Psychometrician stated that to generate rich qualitative data, open-ended questions are essential. The researcher was guided in refining the questions to ensure that they effectively collect important information while preserving validity and reliability through the feedback provided by these validators. By following the revisions, the validators sent along a signed Certification of Validity confirming the instrument's eligibility.

For qualitative, an interview guide was employed as the main data gathering tool. Field texts were analyzed and validated through the member checking procedure. Different questions included in the interview guide and auto-recording will be open-ended or unstructured in nature so that it would enable the researcher to insert follow up questions to extract the most comprehensive and substantial information. The research instrument of this study went through the process of validation with three experts in the field of education. The responses were then transcribed verbatim, and the data were analyzed using narrative analysis to identify patterns and themes in the participants' experiences.

Ethical Considerations

Several ethical considerations were observed during the study's conduct. The following are some ethical guidelines that should be considered when conducting research: the findings should not have any adverse effects on humanity as a whole and the respondents' sex, religion, nationality, or culture are not to be belittled in any manner. The ethical issues provided strict guidelines that were followed during the research period to maintain the validity and integrity of the study.

To minimize potential bias in data analysis and reporting, responses were blinded during the analysis phase, ensuring that personal identifiers are removed, and the data remains anonymous. Additionally, the researcher provided clear communication on how participants' input was acknowledged in the final report, ensuring transparency and respect for their contributions. These procedures aim to uphold ethical standards while enhancing the validity of findings in the study.

Data Analysis

To gather significant information and make valid conclusions, the data collected for this study were carefully statistically analyzed. In this approach, mean analysis, standard deviation analysis, and narrative analysis were the main analysis techniques used. A complete understanding of the response behaviors and the corresponding importance of the various data points was made possible by these techniques.

The researcher was able to gain a comprehensive understanding of the data and significant insights that can direct future research endeavors and decision-making by combining these statistical approaches. The results of this data analysis helped analyze, and discuss the findings of the study, and give inspiration for future research.

Quantitative Data Analysis

This section details the statistical methods, software, and analytical tool application utilized to measure and analyze the numerical data gathered on the reflective approach among

Araling Panlipunan teachers in essays and debates. To assess teacher knowledge, attitudes, and practices, it used descriptive statistics such as mean scores and standard deviations.

The data gathered in quantitative results were analyzed and interpreted using the following statistical treatment:

1. **Mean** – used to determine the level of knowledge, attitude, practices, and challenges and barriers of teachers towards the reflective approach. To measure and interpret the level of Knowledge, Attitude, Practices, and Challenges and Barriers towards Reflective Approach Araling Panlipunan Teachers, a Likert Scale and Arbitrary Scale were used:

Table 2. Likert Scale and Arbitrary Scale

Scale	Description	Mean Interval	Description
5	Strongly Agree	4.21 – 5.00	Very High
4	Agree	3.41 – 4.20	High
3	Neutral	2.61 – 3.40	Moderate
2	Disagree	1.81 – 2.60	Low
1	Strongly Disagree	1.00 – 1.80	Very Low

2. **Standard Deviation** – Used to determine the relationship between the magnitude of the respondents over the total number of cases.

Qualitative Data Analysis

In this section, the methods used to collect non-numerical data—specifically, semi-structured interviews with Araling Panlipunan teachers—are detailed. The purpose was to explore their perspectives, experiences, and methods related to using essays and debates as reflective tools to teach.

Semi-structured Interviews were made as data collection tools. This is to acquire detailed information about the experiences of a chosen group of Araling Panlipunan teachers with reflective practices, interviews were held with them. In addition to allowing participants to openly voice their opinions, the interview guide's open-ended questions encouraged follow-up inquiries for more in-depth analysis.

The data gathered for the qualitative results is a **Thematic Analysis** using the Colaizzi method that was used in analyzing the data. To analyze qualitative data, narrative analysis was used. The verbatim responses of the participants in the interview were interpreted by providing the closest possible meaning which is categorized to formulate themes. The themes represented the perceived response to questions utilized during the in-depth interview.

Narrative Analysis - Studying and understanding what stories people tell with a systematic approach. Researchers can learn about human behavior, beliefs, and values by studying the form, substance, and context of such narratives.

RESULTS AND DISCUSSION

Table 3. Quantitative Data Analysis in Debates

Measure	Mean	Standard Deviation	Description
Level of Knowledge in the Reflective Approach	4.42	0.06	Very High
Attitude Towards Reflective Approach	4.52	0.03	Very High
Practices Related to Reflective Approach	4.47	0.10	Very High
Challenges and Barriers to the Reflective Approach	4.33	0.13	Very High

Note: 4.21-5.00 Very High; 3.41-4.20 High; 2.61-3.40 Moderate; 1.81-2.60 Low; 1.00-1.80- Very Low

Table 4. Quantitative Data Analysis in Essays

Measure	Mean	Standard Deviation	Description
Level of Knowledge in the Reflective Approach	4.32	0.05	Very High
Attitude Towards Reflective Approach	4.46	0.03	Very High
Practices Related to Reflective Approach	4.58	0.07	Very High
Challenges and Barriers to the Reflective Approach	4.34	0.08	Very High

Note: 4.21-5.00 Very High; 3.41-4.20 High; 2.61-3.40 Moderate; 1.81-2.60 Low; 1.00-1.80- Very Low

Table 5. Overall Quantitative Data Analysis

Measure	Mean	Standard Deviation	Description
Level of Knowledge in the Reflective Approach	4.37	0.45	Very High
Attitude Towards Reflective Approach	4.49	0.45	Very High
Practices Related to Reflective Approach	4.52	0.40	Very High
Challenges and Barriers to the Reflective Approach	4.33	0.57	Very High

Note: 4.21-5.00 Very High; 3.41-4.20 High; 2.61-3.40 Moderate; 1.81-2.60 Low; 1.00-1.80- Very Low

Debates: The data indicates a very high level of knowledge (**M = 4.42, SD = 0.06**) and a positive attitude (**M = 4.52, SD = 0.03**) towards using debates as a reflective approach. The practices related to debates also scored very high (**M = 4.47, SD = 0.10**), as well as the challenges and barriers to reflective approach with a very high description (**M = 4.33, SD = 0.13**) suggesting that teachers actively incorporate debates into their teaching.

Essays: Similarly, the knowledge of essays as a reflective tool scored very high (**M = 4.32, SD = 0.05**), with a positive attitude (**M = 4.46, SD = 0.03**) towards their use. Practices related to essays showed an even higher score (**M = 4.58, SD = 0.07**), and challenges and barriers towards reflective approach with a very high description (**M = 4.34, SD = 0.08**) indicating effective integration of essays in reflective teaching.

In terms of debates and essays as reflective approaches, the quantitative data analysis shows that Araling Panlipunan teachers have a very high level of knowledge, positive attitudes, active practices, and very high results in challenges and barriers. This shows a strong dedication to using such strategies to improve learning outcomes and student engagement.

Table 6. Master Teachers' Observations on Reflective Approaches in Araling Panlipunan

Theme	Master Teacher Insights	Interpretation
<i>a. How can teachers effectively implement a reflective approach in debates during classes based on your observations?</i>		
Effective implementation of reflective approaches in debates	Master Teacher 1: <i>"These teachers defined the topic, and the students were informed also, they encouraged students to search on it.</i>	Teachers demonstrate a deep understanding of reflective approaches through strategies such as defining topics, encouraging critical thinking, providing feedback, and rewarding improvement. These practices foster engagement and promote self-improvement among students.
	Master Teacher 2: <i>My teachers explained the issue and encouraged students to think critically.</i>	
	Master Teacher 3: <i>"Teachers clearly outlined the issue to be debated, the debate topic was defined</i>	

b. What specific criteria or strategies did they apply when giving feedback?

Criteria and strategies for giving feedback	<p>Master Teacher 1: <i>"Teachers recognize and reward student improvement. And they assessed students' ability to reflect on their learning."</i></p> <p>Master Teacher 2: <i>"These teachers encourage students to revise their work based on feedback and help them understand the feedback and how to improve."</i></p> <p>Master Teacher 3: <i>"My teachers acknowledged the student's strengths and accomplishments, motivated the student to continue learning and improving, and He saw the punctuation and grammar as well."</i></p>	Feedback strategies emphasize recognizing improvement, providing actionable feedback, and encouraging revisions to address specific areas like grammar and clarity.
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Topic definition, feedback, critical thinking, and rewarding progress with these Master Teachers' viewpoints are some techniques that are evident in the teachers having a solid grasp of reflective ways. These methods empower students' cooperation and help them become better forms of themselves. Recognizing areas for improvement, expressing supportive feedback, and promoting revisions to settle issues like language and clarity are some feedback strategies that might put a solid emphasis.

Moreover, as noted in the study by Suphasri et al. (2021), teachers think seriously about how they will teach. This enables them to learn undesirable teaching methods that seem to negatively affect students' learning. Through strategies such as debates and essays, the findings of the study suggest that Social Studies teachers are not only knowledgeable about the reflective approach but also strongly committed to its implementation and use. Teachers believe and are better prepared to facilitate student engagement and empower critical thinking about their underlying expertise for reflective practices, which help to create an attractive place in the Social Studies classroom.

Table 7. Master Teachers' Observations on Teachers' Attitudes Towards Reflective Approaches in Araling Panlipunan

Theme	Master Teacher Insights	Interpretation
<i>a) Based on your judgment of teachers' attitudes towards the reflective approach, how can you describe it?</i>		
Positive Attitude Towards Reflective Approaches (Debates)	<p>Master Teacher 1: <i>"Teachers who strongly agree with these statements demonstrate a positive and enthusiastic attitude towards the use of debates as a reflective approach. They are excited about the potential of debates to enhance student learning and engagement."</i></p> <p>Master Teacher 2: <i>"In using debates as a tool to promote student learning, my teachers are committed. They also recognize the value of debates in fostering critical thinking, communication skills, and empathy."</i></p> <p>Master Teacher 3: <i>"These teachers create a classroom environment that is inclusive and</i></p>	Teachers who truly believe in the benefits of reflective techniques typically approach their work with passion and a sense of responsibility for their student's education.

respectful of diverse perspectives. They may use debates to promote empathy, understanding, and constructive dialogue.”

b) Regarding the integration of essays as a reflective approach in Araling Panlipunan, how would you describe the teacher's attitude?

Effective Implementation of Reflective Approaches in Essays	<p>Master Teacher 1: <i>“These teachers are likely to provide clear guidelines, constructive feedback, and opportunities for revision to help students improve their writing skills and understanding of the subject matter.”</i></p> <p>Master Teacher 2: <i>“These teachers are committed to in using essays as a tool to enhance student learning. They recognize the value of essays in promoting critical thinking, writing skills, and self-reflection.”</i></p> <p>Master Teacher 3: <i>“These teachers are to be innovative and creative in their approach to using essays as a reflective approach. They may use a variety of essay prompts, writing assignments, and assessment strategies to engage students and promote critical thinking.”</i></p>	Teachers who adopt reflective approaches utilize instruction with quality. By giving concise explanations and promoting independent research, they ensure that students understand the topic content completely. By establishing essay themes and offering helpful criticism, students can improve their comprehension and get more involved with the subject matter.
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It only shows that the study's teachers firmly accept the need for reflection within the learning process. A commitment to both material mastering and skill advancement is shown by their positive attitude toward the use of essays and debates as reflective approaches. These teachers are committed to creating critical, reflective thinkers who are prepared to participate within the world outside of the classroom in expansion to helping students succeed academically. Their approach to instruction integrates input as an important tool for advancement, hence establishing reflection as a fundamental aspect of the learning process. As expressed by Munna et al. (2021), learning can be seen as a lasting change since teachers promote change in their students through strategies like learning new skills, changing attitudes, or comprehending the logical principles of administering a learning environment.

The results of this study show that Araling Panlipunan teachers' positive attitudes toward reflective practices promote an atmosphere of continuous advancement and adaptability. By promoting both academic and individual development in a nurturing learning environment, teachers who value reflection are committed to enhancing not only their teaching strategies but also the students' overall involvement in school.

Table 8. Master Teachers’ Observations on the Very High Level of Implementation of Reflective Practices in Araling Panlipunan

Theme	Master Teacher Insights	Interpretation
1) “Based on your experience, how do teachers share their best practices in a reflective approach?”		
Sharing Best Practices in Reflective Approaches (Debates)	Master Teacher 1: <i>“Teachers can share their best practices through presentations, workshops, and panel discussions at professional development conferences and workshops. These events</i>	This emphasizes how important it is for experienced teachers to share their skills and knowledge with others.

provide a platform for teachers to share their experiences, strategies, and lessons learned with a wider audience.”

Master Teacher 2: *“Teachers provided specific and detailed written comments on students' essays, highlighting strengths and weaknesses. They offered suggestions for improvement, such as clarifying arguments, providing more evidence, or improving sentence structure.”*

Master Teacher 3: *“Experienced teachers can mentor and coach less experienced teachers, sharing their expertise and best practices. This can be a valuable way for teachers to learn from each other and improve their teaching practices.”*

There are many ways to accomplish this, including one-on-one mentorship, workshops, and presentations. Teachers have a great opportunity to help their colleagues grow professionally by sharing their experiences, strategies, and lessons learned.

(2) “How did the teacher give students' essays constructive feedback and clear guidance?”

Providing Constructive Feedback and Clear Guidance on Essays

Master Teacher 1: *“And my teachers used rubrics and checklists to provide clear guidelines for students on the expectations for their essays. These tools helped students understand the criteria for evaluation and how to improve their writing”*

Master Teacher 2: *“And these teachers provided specific and detailed written comments on students' essays, highlighting strengths and weaknesses. They offered suggestions for improvement, such as clarifying arguments, providing more evidence, or improving sentence structure.”*

Master Teacher 3: *“And teachers shared model essays and examples to help students understand the expectations for their writing. These examples provided students with concrete models of high-quality writing and helped them to improve their own work.”*

This emphasizes the need to give students precise, useful feedback. Highlighting advantages, pointing out disadvantages, and making recommendations for enhancements are all part of this. Teachers can support students' writing development and help them reach their full potential by setting clear goals and rules. Sharing model essays can also help students learn by providing them with useful examples.

This only shows that it is important for experienced teachers to share their skills and knowledge with others. Teachers have a great opportunity to help their colleagues grow professionally by sharing their experiences, strategies, and lessons learned. They can support students' writing development and help them reach their full potential by setting clear goals and rules. According to Machost et al. (2023), reflective practices can help teachers identify situations in which they are unable to directly confront cultural norms or expectations. Moreover, considering all that goes well is an aspect of reflective practices that are sometimes overlooked. Reflective practitioners do recognize and celebrate positive outcomes in their classrooms and their relationships with students and colleagues, but they

also recognize and learn from areas where they can improve as teachers. This study's results offer strong evidence that reflective practice may change Araling Panlipunan education by empowering teachers to design a student-centered, productive, and engaging learning environment.

Table 9. Master Teachers' Observations on the Challenges and Barriers to Implementing Reflective Approaches in Araling Panlipunan

Theme	Master Teacher Insights	Interpretation
<p>I) "What are the teachers' challenges and barriers in implementing reflective approaches in debate and essay? Give at least 1."</p>		
Challenges and Barriers in Implementing Reflective Approaches in Debate and Essay	<p>Master Teacher 1: <i>"Many teachers may lack the necessary training and support to effectively implement reflective methods in debates. This can lead to difficulties in designing and facilitating reflective activities, as well as in assessing student learning through these skills. And motivating students to engage in reflective writing can be challenging, especially for students who may not write naturally. Teachers may need to develop strategies to make writing assignments more attractive, engaging and meaningful for students."</i></p> <p>Master Teacher 2: <i>"Teachers may need to develop new assessment tools and techniques to accurately assess student learning. And teachers often face heavy workloads and time constraints, making it difficult to allocate enough time for reflective activities, such as providing detailed feedback on student essays and guiding students through the writing process. Because traditional assessment methods may not be suitable for evaluating skills and knowledge acquired through reflective activities. And assessing student learning through reflective practices can be difficult."</i></p> <p>Master Teacher 3: <i>"Implementation of reflective practices may be hindered. Limited access to resources and materials, such as books, articles, and technology, can hinder students' ability to conduct research and write well-supported essays. And some teachers may be resistant to change and may be reluctant to use new teaching methods, such as reflective methods."</i></p>	<p>This shows the challenges and barriers that hinder reflective approaches in essay and debate writing from being applied effectively. Time restrictions, teacher resistance to change, student involvement, evaluation difficulties, teacher lack of training, and resource scarcity are some of these issues.</p>

Time restrictions, teacher resistance to change, student involvement, evaluation difficulties, teacher lack of training, and resource scarcity are some of these issues. This shows the challenges and barriers that hinder reflective approaches in essay and debate

writing from being applied effectively. By offering sufficient instructions, assistance, and materials, teachers can successfully apply approaches to reflection and assist students in developing critical abilities for both academic and personal success

An important barrier to reflective practice in teacher education is that the idea can often appear "too big, too vague, and too general for everyday application. Reflection is often thought of as an individual endeavor, but it may be very effective when done through in teams" which is as in peer coaching sessions and Learning Action Cell (LAC) sessions when teachers observe and help one another solve problems. Teachers may find it difficult to take up meaningful reflection without organized guidance, Suphasri et al. (2021).

CONCLUSION

This summarizes the primary findings on the knowledge, attitudes, and practices of Araling Panlipunan teachers toward the reflective method and its implications for Learning Action Cell (LAC) sessions.

As mentioned in the study of Fouché, I. (2023), "reflection is an active, persistent, and careful consideration of any idea or required body of knowledge in light of the grounds supporting it and future conclusions to which it tends." This is in line with the findings that teachers with "Very High" ($M=4.37$, $SD=0.45$) knowledge levels in the reflective approach effectively integrate debates and essays into the curriculum. This shows that they can successfully use these strategies in their teaching. The above knowledge is consistent with the original research goal of evaluating teachers' knowledge of reflective techniques and verifying their preparedness to implement them to improve student learning.

Additionally, the attitudes of teachers on using essays and debates as reflective teaching methods were found to be "Very High" ($M=4.49$, $SD=0.45$). This is in line with the study of Ofiaza (2023) that effective teaching methods are required to inspire students to study Araling Panlipunan. That's why having a good attitude in the Reflective Approach is very essential as an educator. This anticipation supports the study's goal of examining how teachers view and apply reflective approaches, as it highlights the potential for teachers to promote diversity, empathy, and critical thinking in the classroom.

The research by Pascual, E. (2022) brought attention to the problem of teachers' awareness of reflective teaching techniques, and the findings showed the respondents mostly saw reflection as a task for students, with an emphasis on their learning applications and processes. By comparison, the study carried out by Fakazlı, Ö. (2021) supported Kagan's (1992) claim that teachers themselves need to be trained to reflect on their actions, emotions, issues, and areas of strength and weakness. By doing this, teachers would be ready to handle unexpected problems and meet the demands of both the present and the future of society as reflective practitioners. Notably, the "Very High" ($M=4.52$, $SD=0.40$) level of implementation shows how well they can use these strategies to enhance student learning outcomes and teaching effectiveness.

Despite all of this, challenging tasks such as teaching strategy modification, students' needs responses, and participating in ongoing professional development are some of responsibilities of incorporating reflective approaches into instruction as highlighted by Colomer et al. (2020) resulting in a "Very High" ($M=4.33$, $SD=0.57$) level of challenges and barriers that the Araling Panlipunan teachers in this study perceived was. Teachers need to take responsibility for their development, explore new strategies, inquire feedback from their peers, and reflect on their day-by-day activities. To improve the successful use of reflective techniques, these difficulties emphasize the importance for organized support through LAC sessions, which can offer focused instruction and cooperative chances.

These results have important implications. Although teachers possess a wealth of information and good attitudes, they believe that to maximize the benefits of reflective teaching approaches, there is an urgent need for further professional development and resource allocation. Teachers can be empowered by addressing these challenges through the suggested LAC programs, which would ultimately improve student achievements in Araling Panlipunan education.

Given the study's limitations, which include its district-specific focus and dependence on self-reported data, future research could broaden its reach to encompass a wider geographic area and a range of educational environments. Furthermore, ongoing studies may offer more profound understanding of the long-term effects of reflective activities on instruction and learning.

This study highlights the value of reflective approaches in education and the necessity of systemic support to improve their use. The quality of instruction and student participation with the Araling Panlipunan curriculum can be greatly enhanced by educational institutions by encouraging a culture of reflection and cooperation among teachers.

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