



# SELF-MADE VINTAGE GLOBE: A DIMENSIONAL STRATEGY TO BROADEN THE STUDENTS' COMPREHENSION SKILLS IN THE WORLD HISTORY

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# **Self-Made Vintage Globe: A Dimensional Strategy to Broaden the Students' Comprehension Skills in the World History**

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## **Abstract**

Learning World History is more than just discerning about the past to shape the future. Indeed, it provides a firm grasp of global issues and concerns that navigate the students to develop a sense of social responsibility and strengthen their intellectual and practical skills to become rational citizens in society. Hence, the researcher invigorates to conduct this action research to determine the outcome of utilizing Self-Made Vintage Globe as a dimensional strategy to broaden the Grade Eight students' comprehension skills of San Jose National High School, Mahayag South District in the division of Zamboanga del Sur in the World History particularly in this learning competency, "*Natatalakay ang mahahalagang pangyayari sa Unang Digmaang Pandaigdig* (Discuss the important events in the World War I)" with the code, AP8AKD-IVa-1. This research employed mixed-method (qualitative and quantitative) research in collecting the data needed. The researcher conducted interviews and Focus Group Discussions (FGD) to identify the students' perspectives on utilizing the intervention. The data gathered were carefully tabulated, classified, and subjected to thematic coding as the basis for the analysis and interpretation of the findings. The study's significant result manifested the students' partial level of understanding after they were subjected to the strategy. In light of the findings, the study believes that the Self-Made Vintage Globe was effective and efficient in deepening the comprehension skills of the students in world history, resulting in better performance in Araling Panlipunan 8. Consequently, contriving this intervention is highly commendable to develop the students' life skills in preparation for future endeavors.

**Keywords:** *Araling Panlipunan; Self-Made Vintage Globe; World History*

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## **Context and Rationale**

In the Philippine educational setting, Araling Panlipunan, abbreviated as ArPan, is one of the learning areas taught utilizing the Filipino language as a medium of instruction. It focused on Philippine literature, environmental crisis and development, culture, tradition, heroic personalities, politics and governance, and other economic and society-related topics. These contexts help the students understand their world and make informed and coherent decisions regarding matters that concern them, specifically when they mature. Students could also develop historical thinking and literacy to navigate our natural world. We can only understand today's world by knowing why and how we got here. Hence, learning world history reminds us of our past to shape the present to create a better future.

History is a study of change. Historians are masters in deciphering and analyzing shifts in human identities as well as changes in societies and civilizations over time. Some of the historical questions they try to address and the variety of past human experiences they try to reconstruct include the various ways that people have differed in their ideas, institutions, and cultural practices; the degree to which their experiences have varied by time and place; and the challenges they have faced while living in a shared world. Historians can construct narratives that provide crucial insights into the past and the present by fusing information from many sources. Understanding and dealing with difficult challenges is made easier by examining how the past has evolved (University of Wisconsin-Madison 2022).

Through World History, students gain a better grasp of the world. In a variety of settings, settings, and circumstances, they learn about other people and their values. They also shape how they see their surroundings and how they progress. As students age, their learning expands to include broader contexts while focusing on changes in the nation's geography, history, society, politics, and economy. In light of conflicts and environmental challenges, students explore human achievements and make sense of societal changes. Better knowledge comes with the prospect and power to form events through educated and responsible social responsibility (Baliling 2020, 2476-2480).

History is full of jumbled stories. While some are inspiring and upbeat, others are disorderly and unethical. If your child wants to succeed in life, they must master several crucial skills. Examining both happy and tragic occurrences, kids will gain insightful knowledge that they can subsequently use in their lives. History fosters a greater understanding of variety. Our ancestors' contacts with people who lived differently from them can teach us both beneficial and detrimental lessons. Recognizing how past societies have merged is necessary to ensure that humanity continues to advance in today's inclusive society (Anglia 2020, 1).

All these make them more rounded and better prepared to learn all their academic subjects. Teachers of Araling Panlipunan assist students in examining how the key ideas of our history are reflected in their day-to-day activities. By learning historical anecdotes about how race, class, gender, language, and nationality influenced people in the past, students can relate to the subject more intimately, which goes beyond simple data memorization (Masters in Education 2021).

However, it is sad to say that students regard Araling Panlipunan to be a dull subject, especially concerning World History. History, economy, politics, the constitution, and society are the main topics covered. The lessons should be given clearly and completely because they are very objective (Press Reader 2017). This could make their teachers discomposed. Teachers handling this subject need help getting their students' attention, especially those categorized under the lowest section, especially

during a pandemic crisis. Hence, there is a need for AP teachers to find appropriate ways to grab their students' attention.

Based on the overall performance of the Grade 8 students being documented from the previous school year, 2020-2021, which is the beginning year of modular learning, they got an MPS of 74.8 in Araling Panlipunan. It implies that most students had difficulties learning the subject, especially in this learning competency, "*Natatalakay ang mahahalagang pangyayari sa Unang Digmaang Pandaigdig* (Discuss the important events in World War I)" with the code AP8AKD-IVa-1. This objective had the lowest MPS of all competencies imposed by the Department of Education. It entails the complexity faced by the students of this subject matter due to various events in that global war. They are not entirely interested in world-historical events. Mastering the Learning Competencies in Araling Panlipunan can contribute to forming a person who has been shaped holistically, knowledgeable about current social issues and concerns on a local and global level, and critically assesses them. This enlightened understanding prompts them to behave ethically and actively in resolving these difficulties and problems (Corpuz and Salandanan 2015).

With these problems, the teacher-researcher is really motivated to do action research to address the persisting issue in Araling Panlipunan regarding world history. This exploration aims to design a Self-Made Vintage Globe as instructional material to broaden the comprehension skills of the Grade 8 students, leading to increased performance in Araling Panlipunan for the School Year 2021-2022.

### **Innovation, Intervention, and Strategy**

The researcher formulated the Self-Made Vintage Globe as a strategic way to ease the students' minds in creatively learning world history. It is called vintage because the intervention displayed a particular period or years from the past.

The Self-Made Vintage Globe is a spherical representation of the Earth, providing a three-dimensional worldview by depicting distances, directions, areas, etc. Since this study focuses on a particular competency, "*Natatalakay ang mahahalagang pangyayari sa Unang Digmaang Pandaigdig* (Discuss the important events happened in World War I)," the Self-Made Vintage Globe was modified into a previous map before World War I. This map helps fortify the students' learning of world history that happened in that particular event.

The intervention was created into two formats, digital and non-digital, because some of the San Jose National High School students do not have smartphones, primarily those who dwell in far-flung areas. Hence, the teacher-researcher lets the participants choose what is appropriate for them.

Nevertheless, the school is the setting of the study, which had an internet connection for the teachers and students. Hence, the teacher-researcher was encouraged to design a digital Globe using a PowerPoint presentation. It was not a rotating globe in a digital format but radically animated. All the events were animated one at a time. On the other hand, the teacher-researcher crafted the intervention in a non-digital format. It was a spherical appearance of the Globe, with land (green) surrounded by the waters (indicated as blue). The researcher was resourceful in creating and designing the instructional material using recyclable materials. The Globe also contains a miniature figurine of the people involved in the war, indicating their names more appealing to capture the participants' interest.

Afterward, it was reviewed and evaluated by the School Araling Panlipunan Committee to ensure its reliability and relevance to the subject matter. More

importantly, the researcher disseminated the intervention to the identified respondents. In disseminating and utilizing the intervention, the digital format was circulated using social media, particularly Facebook. The researcher sent the PowerPoint file to the participants who had smartphones. For the non-digital means, scheduling of the participants was observed to maintain social distancing. The participants were required to wear face masks when they entered the school premises. They went directly to the respective room where the Self-Made Vintage Globe was located, and they could utilize and experience the intervention thoroughly.

The teacher-researcher profoundly believed that Self-Made Vintage Globe had beneficial effects on strengthening the comprehension skills of the student-participants in learning World History.

### **Action Research Questions**

The teacher-researcher affirmed that the students had difficulties learning world history, leading to poor performance in Araling Panlipunan. As a result, the researcher devised a Self-Made Vintage Globe intervention to enable Grade 8 students at San Jose National High School comprehend the world history in Araling Panlipunan area, specifically in this learning competency, "*Natatalakay ang mahahalagang pangyayari sa Unang Digmaang Pandaigdig* (AP8AKD-IVa-1)".

Explicitly, the study sought to answer the following questions:

1. What are the challenges encountered by the Grade 8 students in learning World History?
2. What is the student's understanding of World History after being subjected to the Self-Made Vintage Globe as an intervention?
3. What are the students' perceptions of the Self-Made Vintage Globe?

### **Action Research Methods**

#### **Research Design**

The researcher of the study utilized a mixed-method exploratory design. It is distinguished by an initial phase of gathering and analyzing qualitative data, followed by a quantitative phase of data collection and analysis, and a phase of integrating or combining the data from the two different streams of data (Berman 2017). The quantitative part employed a rubric adapted from Turgut, Colak, and Salar (2016) to assess the summative test results to determine students' understanding after the utilization of the intervention. Meanwhile, the qualitative part used the semi-structured interview to determine the students' challenges before the utilization of the self-developed learning materials and their perceptions after being exposed to the learning materials, significantly how this strategy stirred up their learning in the ArPan 8 lessons, specifically World History.

#### **Participants and Other Sources of Data Information**

The participants in this study are the 35 Grade Eight students from the three sections enrolled in San Jose National High School, Mahayag South District, Division of Zamboanga del Sur, for the School Year 2021-2022. These students were purposively selected as participants due to their poor performance in Araling Panlipunan based on their General Weighted Average from the previous school year. The students' anecdotal records revealed that they could not master the learning competencies set by the Department of Education in the said learning area, particularly "Discuss the important

events in World War I (AP8AKD-IVa-1)", and thus be subjected to intervention. The favorable accomplishment of the consent form is another factor in determining the number of participants in the study.

The participants who participated in the conduct of the interview were asked by the teacher-researcher to invoke their challenges, insights, and perceptions on the use of Self-Made Vintage Globe as an intervention to widen the comprehension skills of the students in learning World History.

### **Research Instrument**

The researcher conducted a summative test comprised of teacher-made 30 items that are designed to live up to the mastery level of the learners on the lesson. The test items were examined, and the difficulty/discrimination indices were used to reject or discard the item. Items that came within the standard limit supplied were kept, while those that did not fall within the range of 0.20 to 0.80 difficulty index and 0.30 to 0.80 discrimination index were disposed of. The validated test was then finalized. The test questions are Essay-like tests encompassing five (5) items. The students' outputs were evaluated and determined using the 'Rubrics: Level of Understanding' of Turgut, Colak, and Salar (2016). Similarly, the study used a guided interview with engaging, focused, and concluding questions to gather qualitative data on how Self-Made Vintage Globe affects students' comprehension skills in World History.

### **Data Gathering Procedure**

As an initial step, the teacher-researcher asked and secured permission from the Public Schools District Supervisor of Mahayag South and the School Head of San Jose National High School to conduct a study to propel the Grade Eight students to gain a deeper understanding of the world history through the utilization of Self-Made Vintage Globe. The researcher then explained thoroughly the data collection process and provided information on the research. The parents and students were asked to sign the informed consent form to ensure voluntary participation. All information gathered was done with the utmost confidentiality.

The Self-Made Intervention Globe was quality assured to ensure its validity and reliability before disseminating it to the participants. At the same time, they were facilitated to ascertain the challenges encountered in learning World History. Afterward, they were tasked to use the self-developed learning materials to study the events that happened in World War I.

In due course, the researcher conducted a post-interview about their thoughts and perceptions after they were materialized with the intervention. Then, the test results were assessed and interpreted based on the study's issues.

### **Data Analysis**

The qualitative findings of the participants on the pre-interview regarding the challenges encountered were examined and presented using percentage distribution to yield quantitative analysis.

To determine the student's level of understanding after the teacher-researcher disseminated the intervention, the researcher utilized a mean formula to analyze the data gathered from the Summative Test with a corresponding rubric adapted from the Turgut, Colak, and Salar (2016).

The researcher employed the framework method of qualitative data analysis to identify the students' perception of using Self-Made Vintage Globe. It is aptly suited for applied research and is flexible in the analysis process since it enables the user to either

gather all the data and then evaluate it or analyze the data as it is being gathered. During the analysis stage, the collected data is sorted, displayed, and categorized in accordance with crucial subjects and themes (Srivastava 2009). An illustration of such a framework is a hierarchical set of themes used in qualitative coding data (Medelyan 2021). The respondents were coded as M if male and F if female. There were 22 boys; thus, the code started from M1 to M22, while there were 13 girls as it began from F1 until F13. The similarity of their responses was used to code them as well. The topics and related ideas were created to depict the students' perceptions of the intervention, categorized as codes.

## Results and Discussion

This section presents, examines, and evaluates the information obtained from the Grade 8 San Jose National High School students' responses to the following questions about the study's subjects: 1) Challenges Faced by the Grade 8 Students in learning World History; 2) Level of Students' Understanding after the Utilization of Self-Made Vintage Globe, and 3) Students' Perception on the intervention.

**Table 1: Students' Challenges in Learning World History**

Challenges	Frequency	Percentage
1. Objectivity	10	28.57
2. Boring Text Books and Other Learning Materials	13	37.14
3. Teaching Method applied	12	34.29
Total	35	100.00

The difficulties Grade 8 pupils had learning world history are shown in Table 1. The information for the study's first goal was gathered by the researcher through semi-structured interviews. The researcher transcribed the mother tongue into English so that it would be widely understood. From the responses, three themes were pointed out: 1) Objectivity, 2) Boring Learning Materials, and 3) Teaching Method. The statistics showed that, with a proportion of 37.14, the students' issues were most frequently related to dull learning materials. Most respondents said, "We are not interested in learning world history because the ArPan Textbook/Learning Material is so complicated to understand and lots of historical events stated in the Learning Materials that would make us bored." On the other hand, 12 respondents (34.29) disagreed, saying that the professors' methods of instruction are neither interesting nor enjoyable. "The lesson is not fun to learn. The teacher always discussed the lesson for the entire period." Objectivity had the lowest frequency of 10 (28.57%). Every respondent who selected this theme stated, "This subject is objective in nature. It is purely a fact, not an opinion, so it is hard for us to familiarize ourselves and gives a burden to our brains." In order to help these kids better understand the notion of world history, intervention is necessary because they were having trouble learning it.

**Table 2: Level of Students' Understanding after the Utilization of Self-Made Vintage Globe**

Content	FU	PU	IPU	MU	NU	Total	WAM	AE
World War I	14	13	7	1	0	35	4.14	PU



*\*Scale: 4.21-5.00-Full Understanding (FU); 3.41-4.20-Partial Understanding (PU); 2.61-3.40- Insufficient Partial Understanding (IPU); 1.81-2.60 - Misunderstanding (MU); 1.00-1.80- No Understanding (NU)*

Table 2 indicates the students' performance based on how much they understood following the session. A set of essay-style questions based on the material of World History were included in the summative test that the researcher administered. The scoring criteria of Turgut, Colak, and Salar (2016) were adapted to determine the student's understanding of World History, particularly World War I.

The data revealed that 14 of the participants had a high level of understanding of the concept of World War I. In contrast, only one participant answered the questions incorrectly, which falls under Misunderstanding (MU). Gladly, no one got the level of No Understanding (NU). The weighted average mean is 4.14, implying that most students attained Partial Understanding (PU). This repercussion entailed that the Self-Made Vintage Globe as an intervention was a successful and efficient strategy to deepen the student's comprehension of World History.

**Figure 1: Students' Perception of the Self-Made Vintage Globe**

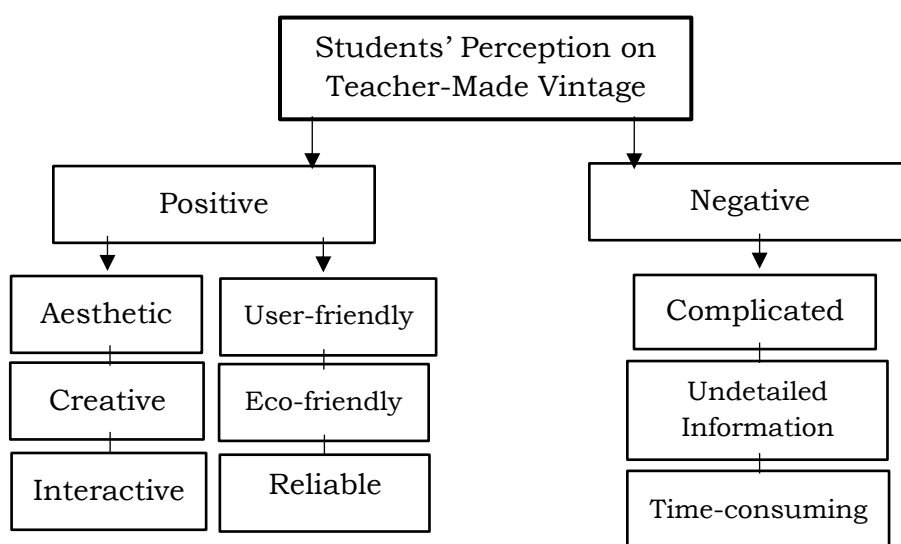


Figure 1 manifests the thematic structure of the student's perception of using a Self-Made Vintage Globe in learning world history. Based on the interview results conducted with the respondents, two main themes were identified: 1) positive and 2) negative. Under the positive aspect, there were six sub-themes. These are aesthetic, creative, interactive, user-friendly, eco-friendly, and reliable. For the negative, the respondents specified only three sub-themes: 1) complicated instructional material, 2) undetailed information, and 3) time-consuming.

Concerning the positive theme, most respondents highlighted the first sub-theme, aesthetic, as their first perspective due to the appearance of the Self-Made Vintage Globe as an attractive and colorful intervention. Female A mentioned, "The instructional material is so beautiful and attractive that I want to bring this at home. " Female B added, "It is colorful, which is appealing to the student's eyes."

For the second sub-theme, which is creative, as teachers accentuate components of surprise and excitement among pupils, it is necessary to be creative and artistic when generating materials (Pao 2021, 1). Under creative, Male B stated, "It is indeed an improvised Globe which contained a map before World War I with matching miniature figurine as a person indicated in the historical events."

Dimasuay and Aguna (2015) believed that learning modules designed to motivate and involve students in their learning are called interactive learning resources. These materials can encourage learners to receive feedback right away. More importantly, It can facilitate specialized engagement between the user and the material, saving time and effort for both the teacher and the students. Female G said: "I found some exciting features of the Self-Made Vintage Globe, which makes it interactive to learn. It has a red circle on the selected countries wherein we can press that to see the occurrences in that place. Indeed, the information is quite detailed."

Another theme is user-friendly. Male J said that the instructional material was easy to use. For the eco-friendly, Male P admired, "I realized that the materials used to complete the enhanced globe are environmentally friendly wherein the teacher utilized recyclable materials." "The teacher is resourceful," Male Q added. Under the last sub-theme, according to Female C, the intervention is reliable because it came from learning material in Araling Panlipunan and other factual-based books.

In contrast, a negative theme was figured out by the respondents. Female M said for the first sub-theme, which is a complicated intervention, "The modified Globe is too complex to understand because it is difficult to locate the particular country due to its congestive features." "Too many characters will confuse us," Male X added. The second sub-theme is undetailed information. As stated by Male R, "The information given was not well-detailed. Some lacking events happened in the specific country during World War I." For the time-consuming theme, Female C observed, "Utilizing this intervention is time-consuming because we have to look for all identified countries where World War I took place, and it is hard to find it in a minute."

Each of the respondents expressed their point of view on the application of the Self-Made Vintage Globe. These perspectives guide the teacher-researcher to improve the intervention and turn a negative into a positive one.

## **Conclusion and Recommendations**

The study intends to assert the students' comprehension skills in learning World History through the utilization of Self-Made Vintage Globe. Given the outcomes of the study conducted, the following reflections and conclusions are stressed: 1) Boring Textbooks and Learning Materials is the biggest challenge encountered by the students; 2) Students obtained a Partial level of Understanding (PU), which implies that they had answered the questions in detailed, but some are inaccurate ; 3) There are two main themes pointed out: positive and negative; and 4) There are six sub-themes under the positive theme. These are aesthetic, creative, interactive, user-friendly, eco-friendly, and reliable. 5) For the negative, the respondents specified only three sub-themes: complicated instructional material, undetailed information, and time-consuming; and 6) The utilization of Self-Made Vintage Globe helped increase the level of understanding of the Grade 8 students, leading to high MPS in Araling Panlipunan, especially in this competency, "*Natatalakay ang mahahalagang pangyayari sa Unang Digmaang Pandaigdig* (Discuss the important events in World War I)." Upon reflecting on the outcomes of the study, the results concurred that there is a beneficial effect on students' level of understanding of World History. Hence, the ArPan teachers in the whole district

can utilize the developed learning materials, pointing out similar lessons like Earth directions and distances. The teachers may attend training on crafting instructional materials that are digitized to make learning more interactive and fun. The intervention can still be modified into detailed factual information and be permuted to locate the places as quickly as possible. More importantly, this study encourages future researchers to conduct a similar study using comparable variables.

### **Action Plan**

<b>Goals/ Objectives</b>	<b>Activities/ Strategies</b>	<b>Persons Involved</b>	<b>Resources Needed</b>	<b>Time Frame</b>	<b>Success Indicator</b>
To circulate the findings, conclusions, and recommendations of the study	Initiate Teacher's Assembly	Researcher, All Teachers	Laptop, Completed Research, Approval Form from School Head	August 2022	Results of the study disseminated
To introduce the intervention to the fellow teachers	Conduct Webinar/LAC Session	Researcher, All Teachers	Laptop, Digital & Non-digital intervention	September 2022	Intervention introduced
To remodel the intervention for the betterment of the study	Conduct Webinar/LAC Session	Researcher, All Teachers	Laptop, Digital & Non-digital intervention	September 2022	Intervention introduced
To encourage the teachers to design the intervention in a digital and non-digital means	Conduct Workshop with the Teachers	Researcher, All Teachers	Laptop, Approval Form from School Head	September 2022	Intervention designed
To monitor and evaluate the outcome of the Self-Made Vintage Globe at the school level	Gather the needed data for the evaluation	Researcher Administrators Teachers Students Parents	Evaluation Sheets, Students' Scores	October – December 2022	Validity of the Intervention and Learning Performance of the Students

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### Financial Report

Items	Quantity	Unit Price	Total Cost
<b>Supplies</b>			
1. Bondpaper (A4)	1 ream	250.00	250.00
2. Epson Ink (4 colors)	4 bottles	350.00	1,400.00
<b>Designing Self-Made Vintage Globe</b>			
Newspaper/Used Papers	100 pcs	10.00	1000.00
Painting	5 cans	160.00	800.00
Big Round Balloons	1 pack	180.00	180.00
Specialty Paper (Red)	1 pack	50.00	50.00
Glue	10 pcs	25.00	250.00
<b>Test Questionnaire</b>			
Bondpaper (Long)	1 ream	250.00	250.00
Ballpen	35 pcs	10.00	350.00
<b>Total</b>			<b>Php 4,530.00</b>

## Appendix A

### Consent Form

**Research Title** Self-Made Vintage Globe: A Dimensional Strategy to Broaden the Students' Comprehension Skills in the World History

**Description of the Research** This study aims to determine the efficacy of the Self-Made Vintage Globe as an intervention to help the students deepen their comprehension skills in learning World History.

**Target Participants** Grade 8 Students of San Jose National High School

Please read and complete the table by writing check mark (✓) on the second column.

1. I attest that I have read and understand the information about the research conducted by the proponent.	
2. I have had the opportunity to consider the information and ask questions specifically.	
3. I confirm that my participation in this study is voluntary wherein I can withdraw any time I want without giving reasons for withdrawal.	
4. I am aware that my name will not be reflected on the presentation of the results of the study.	
5. I give permission to the lead proponent to be able to access my academic records that are relevant to this research.	
6. I agree to take part on the above study.	

**Participant:**

\_\_\_\_\_  
Name of Parent/Guardian

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Researcher:**

\_\_\_\_\_  
Name of Researcher

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## Appendix B

### Research Instruments

#### I. Interview Guide Questions

##### Interview Guide Questions

Name (Optional): \_\_\_\_\_

Grade & Section: \_\_\_\_\_

Directions: Please answer the following questions with the sense of integrity.

##### A. Engaging Questions

1. How have you been?
2. How was your learning in Araling Panlipunan so far during pandemic?
3. Have you still remembered those events happened in the World History?
4. What are the challenges you have encountered in learning World History?

##### B. Focus Questions

1. What can you say about the physical characteristics of the instructional material?
2. Share your experiences after you have been exposed to Modified 3D Globe.

##### C. Concluding Questions

1. What can you recommend to improve the instructional material to help increase your comprehension skills in learning World History?

#### II. Summative Assessment Tool

##### A. Essay Questions

Panuto: Basahin, unawain at sagutin ang mga tanong nang maikli pero malaman.  
(Directions: Read, understand and answer the questions concisely.)

1. *Paano nagsisimula ang Unang Digmaang Pandaigdig?*  
(How did World War I begin?)
2. *Paano nabuo ang mga alyansa gaya ng Triple Entente at Triple Alliance?*  
(How were alliances such as the Triple Entente and Triple Alliance formed?)
3. *Anu-ano ang mga pangyayaring naganap sa digmaan sa silangan at kanluran?*  
(What are the events that took place in the war between the east and the west?)
4. *Paano tinalo ng Austria ang Serbia?*  
(How did Austria beat Serbia?)
5. Sa inyong palagay, bakit nasyonalismo ang isa sa mga sanhi ng Unang Digmaang Pandaigdig?  
(In your opinion, why is nationalism one of the causes of the First World War?)

## B. Rubrics

Rubrics: Level of Understanding  
Adapted from Turgut, Colak, Salar (2016)

Level of Understanding	Description	Score
Full Understanding (FU)	Valid and reliable answers with complete and accurate information	5
Partial Understanding (PU)	Valid and reliable answers with complete information but there are some inaccurate statements	4
Insufficient partial understanding (IPU)	Valid answers with incomplete details of events	3
Misunderstanding (MU)	Incorrect answers with valid associations	2
No Understanding (NU)	-Irrelevant or unclear answers -Blank	1