

Critical Thinking Skills of Senior High Students in Learning Discipline and Ideas in Tuy Senior High School S.Y. 2024-2025

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Abstract

The research examined how Grade 11 students at Tuy Senior High School in Discipline and Ideas in the Social Sciences developed their critical thinking abilities during the academic year 2024-2025. The study evaluated how Dramatization Debate and Role Play (DDR) functioned as methods for students to learn together. The researchers used a descriptive quantitative design to collect data from 43 HUMSS students through a teacher-created test and a questionnaire and focus group discussions.

The results showed that most students developed adequate critical thinking skills but some students struggled to assess real-life situations. The implementation of DDR strategies helped students develop their ability to present concepts and assess information and judge different viewpoints, with role play achieving the most substantial effect. Students demonstrated better collaboration abilities together with enhanced communication skills. The researchers discovered two main issues which included challenging subjects and resource shortages.

The study demonstrates that DDR methods successfully enhance students' critical thinking abilities and the researchers suggest that schools should implement Project KALESA and other innovative approaches to achieve better student participation and educational progress.

Keywords: *Critical Thinking Skills, Dramatization, Debate, Role Play, Collaborative Learning, Senior High School Students, Discipline and Ideas in Social Sciences, HUMSS Strand, Descriptive Research, Project KALESA*



Introductions

This research investigated the critical thinking skills of senior high students at Tuy Senior High School through the implementation of Dramatization, Debate, and Role Play (DDR) techniques in their learning process. The study aims to assess how these interactive pedagogical strategies enhance students' abilities to analyze, evaluate, and synthesize information within various disciplinary contexts. Employing a quantitative approach, the research involved teacher made assessments, and student surveys, to gather quantitative data.

This study aims to assess the critical thinking skills of senior high learners from collaborative techniques when engaging in dramatization, debate and role play activities in discipline and ideas in social sciences during the first quarter of S.Y 2024-2025.

Specifically, the study seeks to answer the following questions.

1. What is the level of critical thinking skills of senior high students using teacher made test?
2. How does the teaching discipline and ideas affect the critical thinking skills of learners relative to:
 - 2.1 Debate;
 - 2.2 Dramatization;
 - 2.3 Role Playing
3. What are the benefits of using DDR techniques in teaching discipline and ideas to senior high students?
4. What are the challenges encountered among Grade 11 students in using dramatization, debate and role play?
5. Based on the analysis of the study, what other collaborative techniques may be proposed?

Methodology

This part presents the methods applied in conducting the study and the procedures and instruments used in gathering the data. It also includes the participants of the study and the statistical treatment to show how the data was interpreted and analyzed.

Research Design

In this study, the researcher utilized the descriptive methods of research, incorporating quantitative approaches.

For the quantitative approach, the researcher utilized the standardized numeracy test to determine the critical thinking of the students and a self-made questionnaire. Descriptive research design does not attempt to establish cause-and-effect relationships between variables or make predictions about future outcomes. Instead, it focuses on providing a detailed and accurate

representation of the data collected, which can be useful for generating hypotheses, exploring trends, and identifying patterns in the data. Muhammad Hassan (2024)

Participants

The study involved 43 Grade 11 Humanities and Social Sciences (HUMSS) learners of Tuy Senior High School during the school year 2024-2025. The study conducted during the first grading period. The researcher selected one section, Grade 11 – Thales, which comprised 19 males and 24 females. Grade 11 students chosen as participants because it is a crucial time in their academic journey, with important examinations and the transition of challenging lessons. Twelve students from this section were randomly chosen to participate in the role playing, while all students answered both the standardized numeracy test and the researcher-made questionnaire.

Research Instruments

The researcher used teacher - made test numeracy test, a researcher-made questionnaire and focused group discussions to gather the necessary data for the study.

Data Gathering Procedure

To accomplish the intended goal, the researcher, through a letter of request, asked permission from the office of the officer in charge of Tuy Senior High School to conduct the study. Upon approval, the researcher explained to the participants the purpose of the study and discussed some important details.

In addition, the researcher prepared a parental consent form distributed a few days prior to the administration of the test. This document confirmed parental agreement for their child's participation in the research. Furthermore, an assent form was provided to obtain permission directly from the respondents, confirming their agreement and willingness to participate in the study.

Upon obtaining consent, the researcher proceeded with the administration of the test, followed by the implementation of assessment. A teacher made test conducted a few days after the conclusion of the first quarter, followed by the answering of survey questionnaire and focus group discussions. The responses were then tallied and tabulated for statistical analysis. The assistance of a statistician sought to ensure precision in statistical decision-making, computation, and tabulation.

On the other hand, using the validated interview questions, the interview and FGD with the randomly selected participants was done via face-to-face meeting. The researcher asked permission from the participants to record the meeting. The recorded meeting transcribed verbatim.

To ensure data privacy, the researcher assured that the data and research of the study treated with confidentially in compliance with the Republic Act No. 10173, otherwise known as the Data Privacy Act, a law that seeks to protect all forms of information, be it private, personal,



or sensitive, and used for research purposes only for the improvement of teaching and learning process.

Data Analysis Plan

The following statistical tools used to quantify the data gathered in the study:

Composite Mean. This used to determine the overall average of the weighted means in the questionnaire with respect to the description of the use of learning tools in terms of learning content, learning activities and assessment tasks.

Frequency. This show the number of participants who were Above Average Numerate, Average Numerate, and Emergent and Non-Numerate based on their scores in the teacher made test. It also indicated the total number of students who answered the test and the questionnaire.

Percentage. This used to determine the percentage of students who were Above Average Numerate, Average Numerate, and Emergent and Non-Numerate in the standardized test in Mathematics.

Ranking. This used to determine and identify the positional results of responses in the tallied data as assessed by the participants.

Weighted Mean. This used to determine the weight in terms of mean response of the students in the use of learning tools in terms of learning content, learning activities and assessment tasks. As Evan Carla (2020) state: “the premise for good assessment is that it captures valid indicators of the target construct...to stimulate the behaviors from which these indicators can be captured, the assessment design must mirror the real-life demands of a situation that would provoke those behaviors”. Authentic, real-life contexts do not guarantee the validity of the assessment information for any particular use, but authenticity does contribute to validity. Similarly, authenticity is an important consideration for student motivation and engagement—both of which also relate to validity

Result

This chapter presents the result and discussion of data gathered from the answers to the questionnaires distributed to the field. The said data were presented in tabular form in accordance with the specific questions posited on the statement of the problem.

1. Level of Critical Thinking Skills of Senior High Students

Table 1 presents the level of critical thinking skills in terms of analyzing the situation in using their critical thinking.

Factors	WM	VI
5- Above	28	Passed
5- Below	15	Failed
Total number of respondents	43	

2. Effect of Teaching Discipline and Ideas to Critical Thinking Skills in Terms of Debate

The table shows that among indicators the students can justify own view while respecting others with a weighted mean of 3.40 which got the highest rank.

Table 2

Effect of Teaching Discipline and Ideas to Critical Thinking Skills in Terms of Debate

As a Senior High student I am able to:

Factors	WM	VI	Rank
1. I am able to identify the challenge and subsidiary or implicit aspects of the issue.	3.05	Agree	4
2. I am able to speak fluently and justify own view while respecting views of others.	3.40	Agree	1
3. I am able to suggest a solution.	3.00	Agree	5
4. I am able to formulate positive and negative solutions.	3.07	Agree	3
5. I am able to examine evidence, accuracy and relevance of the issue.	3.16	Agree	2
Composite Mean	3.14	Agree	

Legend: SA- Strongly Agree

A- Agree

DA- Disagree

SDA-Strongly Disagree

Table 3
Effect of Teaching Discipline and Ideas to Critical Thinking Skills in Terms of Dramatization

As a Senior High student I am able to:

Factors	WM	VI	Rank
1. I am able to analyze the specific aspects of the text that were emphasized or highlighted in dramatization.	3.16	Agree	4
2. I am able to justify an actors portrayal as characters which helped to better grasps in the context.	3.30	Agree	2
3. I am able to identify the elements of dramatization effective in conveying the ideas or text.	3.33	Agree	1
4. I am able to identify the inconsistencies or gaps on dramatization that impacted the overall understanding.	3.19	Agree	3
5. I am able to compare and contrast the experience in performing dramatization in which text is set.	3.12	Agree	5
Composite Mean	3.22	Agree	

Legend: SA- Strongly Agree

A- Agree

DA- Disagree

SDA-Strongly Disagree

Table 4**Effect of Teaching Discipline and Ideas to Critical Thinking Skills in Terms of Role Play**

As a Senior High student I am able to:

Factors	WM	VI	Rank
1. I am able to analyze the key decisions or actions made during and after the role play.	3.51	Strongly Agree	1
2. I am able to analyze the potential consequences in the decisions of the actor during and after the role play.	3.26	Agree	3
3. I am able to understand the approach conflict resolution or problem-solving challenges during the role-play.	3.16	Agree	5
4. I am able to analyze the strategy or approach used based on information or changing circumstances in the role play.	3.23	Agree	4
5. I am able to assess the effectivity of the lesson through role playing.	3.42	Agree	2
Composite Mean	3.32	Agree	

Legend: SA- Strongly Agree

DA- Disagree

A- Agree

SDA-Strongly Disagree

3. Benefits of Debate, Dramatization and Role Play Techniques in Teaching Discipline and Ideas

Table 5

Benefits of Debate, Dramatization and Role Play Techniques in Teaching Discipline and Ideas

As a Senior High student I can to:

Factors	WM	VI	Rank
1. I can enhance my communication skills in debate, dramatization and role play	3.19	Agree	3.5
2. I can analyze the information, evaluate arguments and think critically about complex issues used in debate, dramatization and role play.	3.19	Agree	3.5
3. I can collaborate and share ideas to achieve a common goal.	3.35	Agree	1
4. I can overcome stage fright and become more confident in speaking in front of the audience.	3.05	Agree	5
5. I can listen to other's arguments and perspective in order to effectively respond and engage in the discussion.	3.33	Agree	2
Composite Mean	3.22	Agree	

Legend: SA- Strongly Agree

A- Agree

DA- Disagree

SDA-Strongly Disagree

4. Challenges Encountered in Using Debate, Dramatization and Role Play

The data in the table shows the challenges encountered in using debate, dramatization and role play they are all agree that they are too challenging topics given in some areas with weighted mean of 2.65.

Table 6

Challenges Encountered in Using Debate, Dramatization and Role Play

As a Senior High student I can to:

Factors	WM	VI	Rank
1. Too challenging topics given in some areas.	2.65	Agree	1
2. Insufficient time to practice, share ideas and concept.	2.49	Disagree	3
3. Unavailable materials needed in performing debate, dramatization and role play	2.53	Agree	2
4. Many absences occur during the performance.	2.28	Disagree	5
5. Insufficient time to perform	2.40	Disagree	4
Composite Mean	2.47	Disagree	

Legend: SA- Strongly Agree

DA- Disagree

A- Agree

SDA-Strongly Disagree

Next is they also agree that unavailable materials needed in performing debate, dramatization and role play with weighted mean of 2.53. Third is insufficient time to practice, share ideas and concept with weighted mean of 2.49. Fourth is insufficient time to perform with weighted mean of 2.40, Lastly the students disagree about they are many absences occur during performance with weighted mean of 2.28. According to Martin and Bollinger (2018) claim one way to achieve learner-to content engagement and develop critical thinking skills is to design real-world, authentic activities that allow students to examine different perspectives and utilize a variety of resources and information.

Discussion

The table 1 shows that among indicators the students can examine the assumption in a given situation 28 passed where in they had to think creatively to come up a solution . According the research of Jonathan Heard, (2020) as a teaching and assessment resource., critical thinking framework describes critical thinking both as generally applicable sets of skills, and as they tend to be operationalized in practice Furthermore out of 43 students 15 are failed due to their lack of idea about the situational questions.

The table 2 shows that among indicators the students can justify own view while respecting others with a weighted mean of 3.40 which got the highest rank. It was followed by the students to examine evidence, accuracy and relevance of the issue with a weighted mean of 3.16 verbally interpreted as Agree. Constantly it was found out that the students can analyze the issue with a clear sense of scope and context, embedded or implicit aspects of the issue. Fourth in the rank that the students can identify the challenge and subsidiary or implicit aspects of the issue with a weighted mean of 3.05. Furthermore the lowest indicator is can students can justify own view while integrating contrary interpretations.

According to Sewell, 2019, the competitive nature of debate encourages students to think quickly, respond to counter arguments, and refine their critical thinking abilities. Overall the composite mean of 3.14 indicated that the students agree in completed in the effect of teaching discipline and ideas to critical thinking skills in terms of debate.



In this activity entitled, “The Future of Sierra Madre: Balancing Conservation and Development. The pictures show on how the students depend on their debate by doing some researched. It allows the students to voice their opinions, shares their perspective and contribute the decision-making process. They able to speak fluently and justify their own view while respecting views of others. Second, they examine evidence, accuracy and relevance of the issue. The students formulate positive and negative solutions about the issues. Next is they identify the challenge and subsidiary or implicit aspects of the issue.

Lastly, they are able to suggest a solution on how to conserve and development a Sierra Madre by means of planting more trees. As indicated by studies (Brown & Smith, 2019), students engaged in regular debate activities exhibit improved skills in analysis, reasoning, and synthesizing information. Finding a balance between conservation and development requires a collaboration and cooperation among government agencies, local communities and businesses. By working together, stakeholder can develop comprehensive plans that protect Sierra Madre's natural resources while promoting sustainable growth and prosperity for all who call the region home.

Table 3 presented the effect of teaching discipline and ideas to critical thinking skills in terms of dramatization. It can be gleaned that among the indicators the students can identify the elements of dramatization effective in conveying the ideas or text with a weighted mean of 3.33 which the highest rank Followed by the students able to justify an actors portrayal as characters which helped to better grasps in the context with a weighted mean of 3.30. Next is the students can able to identify the inconsistencies or gaps on dramatization that impacted the overall understanding with a mean of 3.19. Fourth is the students agree that they can analyze the specific aspects of the text that were emphasized or highlighted in dramatization with a mean of 3.16. Last the students can compare and contrast the experience in performing dramatization in which text is set with a weighted mean of 3.12. Based on Dawoud, 2020 creative drama aims to create suspense in a social environment and develop children's ability to connect fantasy with practice, not just in drama but for everyday purposes. Thus, Drama education is dynamically developing since it has been established as a fundamental process in the human experience They are all agree in that statements based on overall weighted mean of 3.22.



In this picture shows a short drama entitled, "Stand Up, Speak Out: A Short Drama on Bullying Prevention. The students identify the elements of dramatization effective in conveying the ideas or text. They also justify an actors portrayal as characters which helped to better grasps in the context. Next is they identify the inconsistencies or gaps on dramatization that impacted the overall understanding. They analyze the specific aspects of the text that were emphasized or



highlighted in dramatization. Lastly, the students compare and contrast the experience in performing dramatization in which text is set. In this kind of activity like dramatization teaches the importance of empathy, kindness and stand up for what is right, creating a safe and inclusive environment for everyone. According to Pereira (2019), dramatization is an experience in which actors are willing to play as someone different from their habitual, daily-life selves, so the level of this involvement (or not) with the fictional situation presenting itself could be a key issue for the learning experience.

The table shows the benefits of debate, dramatization and role play techniques in teaching discipline and ideas the highest rank is students can collaborate and share ideas to achieve a common goal with a weighted mean of 3.35

Followed by listen to other's arguments and perspective in order to effectively respond and engage in the discussion with weighted mean of 3.33. There are tie in terms of students enhance my communication skills in debate, dramatization and role play and analyze the information, evaluate arguments and think critically about complex issues used in debate, dramatization and role play. It means they agree in the statements of one effective approach to fostering critical thinking skills among senior high school students is through the use of dramatization, debate, and role-play techniques. Based on Zaghoul 2018, it can cultivates critical thinking skills, tolerance towards contradiction and improves communication skills. These interactive methods not only engage students' cognitive faculties but also encourage them to consider multiple perspectives, evaluate evidence, and make informed decisions. Lastly they can overcome stage fright and become more confident in speaking in front.

Conclusions

Based on the findings, the researcher came up the following conclusions:

1. The level of understanding in critical thinking of senior high students through teacher made test are 28 passed where in they had to think creatively to come up a solution and 15 are failed due to their lack of idea about the situational questions.
2. The effect of teaching discipline and ideas to critical thinking skills in terms of debate the students can speak and justify their own view while integrating contrary interpretations. In terms of dramatization the students must compare and contrast the experience in performing dramatization in which text is set and also in role play we must focus to understand the approach conflict resolution or problem-solving challenges.
3. The students also agree that there are benefits in using debate, dramatization and role play in teaching discipline and ideas in critical thinking of senior high students.
4. The challenges encountered of the students they are too challenging topics given in some areas.
5. Project KALESA ((KA-alamang LE-git sa Sariling Atin) as other collaborative technique may be proposed.

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