

# **Experiential Learning In Teaching Community Engagement, Solidarity, And Citizenship Among Grade 12 Students In Alangilan SHS SY 2025-2026**

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## **Abstract**

This study aimed to determine the impact and challenges of integrating experiential learning in teaching Community Engagement, Solidarity, and Citizenship. It specifically seeks to perceive enhanced the civic education with the use of lesson exemplars and experiential learning programs for grade 12 HUMSS students.

The researchers utilized descriptive research with the use of a teacher-made questionnaire distributed using face-to-face dissemination in securing data and information needed to complete this study. The questionnaires were administered to grade 12 HUMSS students of Alangilan Senior High School School. Moreover, to analyze and interpret data, the statistical tools used were frequency, percentage, rank, weighted mean, and composite mean.

This study obtained that there is a high positive impact of integrating experiential learning in teaching Community Engagement, Solidarity, and Citizenship on the level of influence when it comes in integrating experiential learning in CSC. Differences in their point of view and opinions are the common challenges encountered by the respondents.

Finally, the study recommended utilizing the lesson exemplars that the respondents may use in learning civic education in Community, Engagement, Solidarity, and Citizenship. Also, teachers should attend seminars, training, and workshops that focus on enhancing lesson exemplars to better address the varied needs and interests of students

**Keywords:** *Experiential Learning, Civic Education, Community Engagement, Solidarity and Citizenship (CSC), Grade 12 HUMSS Students, Lesson Exemplars, Teaching Strategies, Academic Performance, Student Engagement, Challenges in Learning*



## Introduction

In today's fast-paced world, education needs to go beyond textbooks. Students at Alangilan Senior High School, like many others, can explain academic concepts but find it hard to put them into practice for civic action. This shows how important it is to connect learning with real life through hands-on experiences, which is where experiential learning comes in.

The Department of Education (DepEd) is committed to creating students who are not only smart but also socially aware and involved in their communities. They have programs like the Work Immersion Program and Brigada Eskwela that help students use what they learn in class in real community projects. These initiatives allow students to work with local people, volunteer, and solve problems that help both schools and communities.

By letting students get involved in real-world activities like community outreach or environmental campaigns, DepEd makes sure that learning is more than just reading. These experiences help students think critically, work together, understand others, and be more aware of social issues. This helps them become well-rounded individuals who can contribute to the country, embodying Filipino values like compassion, patriotism, faith, and care for the environment. Experiential learning turns education into a lived experience, creating students who are knowledgeable and can make a real difference.

## Review of Related Literature

This literature review explores the multifaceted landscape of experiential learning within civic education, with a particular focus on its application in the Philippine K-12 curriculum's Community Engagement, Solidarity, and Citizenship (CSC) subject. It synthesizes research findings to illuminate the transformative potential of hands-on, community-based activities in cultivating active and responsible citizens.

This summary consolidates key findings from various studies on experiential learning in civic education, focusing on the core elements of the Philippine K-12 curriculum's Community Engagement, Solidarity, and Citizenship (CSC) subject. It highlights the overarching goal of fostering active and responsible citizenship through hands-on, community-based activities, while also addressing the inherent challenges and proposing effective solutions.

The Philippine K-12 curriculum, particularly the CSC subject, emphasizes experiential learning to move beyond theoretical instruction. Studies by Paras (2025), Calvez and Bual (2024), and the Department of Education (DepEd, 2020, 2024–2025) underscore the importance of immersing students in real social contexts. Through activities like school-based initiatives, extracurricular participation, barangay involvement, volunteering, social activism, and community advocacy, students are expected to develop practical citizenship competencies, civic identity, and values such as solidarity, cooperation, and civic responsibility. This approach aligns with Kolb's Experiential Learning Theory, which posits that learning occurs through doing, reflecting, and applying new understanding.



The goal is to transform learners into active, compassionate, and competent citizens who are not only academically proficient but also socially aware and community-oriented. Despite its benefits, experiential civic education faces several challenges, including student preparedness and confidence, sustaining engagement, bridging theory and practice, and logistical and emotional hurdles.

To address these challenges and enhance the effectiveness of experiential civic education, the summary proposes solutions such as structured scaffolding and mentorship, developing communication skills, program sustainability, integrating reflection and evaluation, and emphasizing the teacher's role as a facilitator. By implementing these strategies, educators can effectively leverage experiential learning to cultivate active, responsible, and engaged citizens prepared to contribute to their communities and nation.

### **Statement of the problem**

This study aimed to determine the impact of experiential learning in teaching Community Engagement, Solidarity and Citizenship for Grade 12 HUMSS students in Alangilan Senior High School. Specifically, it sought to answer the following questions:

1. How is experiential learning integrated into the teaching of Community Engagement, Solidarity, and Citizenship (CSC) among Grade 12 students?
2. What is the level of students' performance in CSC before and after the integration of experiential learning activities?
3. How does experiential learning influence the development of Grade 12 students in terms of:
  - 3.1. civic knowledge;
  - 3.2. civic skills; and
  - 3.3. civic values?
4. What challenges do teachers and students encounter in implementing experiential learning activities in CSC?
5. Based on the findings, what lesson exemplars and experiential programs can be designed to enhance civic education instruction for Grade 12 students?

### **Objectives**

This study aims to evaluate the effects of experiential learning activities in Civic and Citizenship Studies (CSC) on students' academic performance, civic knowledge, communication skills, values formation, and perceived learning experiences.



## Materials and Methods

This part describes the research design, subjects of the study, data gathering procedure, data gathering instrument, and data analysis plan.

### Research Design

This study aims to determine the impact of experiential learning among Grade 12 learning in learning Community Engagement, Solidarity and Citizenship. The research methodology for this study will be descriptive method. A questionnaire was created by the researcher to investigate the effectiveness of experiential learning as well as the challenges met by the respondents.

Santiago (2022) used a descriptive research design to examine students' perceptions of experiential learning activities. The study concluded that the descriptive method is ideal for measuring attitudes and feedback because it provides a clear picture of how students feel toward educational interventions.

### Subject of the Study

The study involved 50 grade 12 students of Alangilan Senior High School during the school year 2025-2026. The researcher chose grade 12 students because it is a critical period in their academic progress, featuring significant exams and the transitions to more difficult subjects that will develop collaborative learning and critical thinking skills.

### Data Gathering Instruments

The instrument to be used in this study will be the self-constructed questionnaire as the primary tool to gather the needed data to complete the study.

To gather data for this study, the researcher employed a self-constructed questionnaire and a 30-item pre-test as primary instruments. Furthermore, the following steps will be taken to obtain the necessary information and data needed in the study.

### Construction of Questionnaire

The research-made questionnaire will be developed based on the statement of the problem, personal teaching experiences, and insights that will be gained from a review of related literature on experiential learning tools applicable to teaching Community Engagement, Solidarity, and Citizenship. The questionnaire will include descriptions of experiential learning tools categorized into Class Participation, Active Collaboration, and Interactive Communication. The initial draft will be prepared and submitted to the research evaluator for feedback. Based on the suggestions and corrections that will be provided, revisions will be made accordingly. After several rounds of refinement, the finalized questionnaire will be approved and subjected to content validation.



### **Validation of Questionnaire.**

The copies of the improved draft will be distributed to a panel of experts for further examination. It will be presented to the school principal, master teacher, and experts in the field for content validation. Their comments and suggestions will be taken into consideration to improve the importance of the items. After complying with the suggestions, the instrument will be presented to the research evaluator for further feedback.

### **Administration of Test and Questionnaire**

The final draft of the questionnaire was distributed to the target respondents. The researcher will prepare a letter of request to the Principal of Alangilan Senior High School, and upon approval of the form, the questionnaire was administered using printed questionnaire.

### **Retrieval of Questionnaire.**

Retrieval of the responses will be done after all the participants have answered the questionnaire. The responses will be added up, calculated, examined, and interpreted by the statistician. To portray the data more understandably, the researcher will use tables. Using the listed statistical methods, the responses will be measured accordingly.

### **Scoring of Responses.**

The items in the questionnaire were scored based on the Likert Scale with 4 as the highest score and 1 as the lowest score. Equivalent verbal descriptions were also provided.

<b>Option</b>	<b>Scale Range</b>	<b>Verbal Interpretation</b>
4	3.50 – 4.00	Strongly Agree
3	2.50 – 3.49	Agree
2	1.50 – 2.49	Disagree
1	1.00 – 1.49	Strongly Disagree

For the integration of experiential activities in enhancing critical thinking skills in terms of Class Participation, Active Collaboration and Interactive Communication.

To determine the challenges met by the respondents in CSC when doing experiential learning activities outside classroom, the following scale will be used.

Option	Scale Range	Verbal Interpretation
4	3.50 – 4.00	Highly Encountered
3	2.50 – 3.49	Moderately Encountered
2	1.50 – 2.49	Slightly Encountered
1	1.00 – 1.49	Not Encountered

After the retrieval of the test score of the respondents, it was interpreted as very high, high, average, low, very low just like the given verbal interpretation below.

Score	Scale	Range	Verbal Interpretation
25-30	(90-100)	-	Very High
19-24	(80-89)	-	High
13-18	(70-79)	-	Average
7-12	(60-69)	-	Low
1-6	(50-59)	-	Very Low

After collecting the data, it was forwarded to the statistician for statistical treatment. The following scale continuum and corresponding verbal interpretations were used.

### Data Gathering Procedure

To accomplish the intended goal, the researcher, through a letter of request, will ask permission from the office of the school principal of Alangilan Senior High School to conduct the study. Upon approval, the researcher will explain to the participants the purpose of the study and will discuss some important details. In addition, the researcher will create a waiver or consent form to obtain permission from the respondents. This will serve as confirmation that they agree to let their child participate in the study.

Afterward, the researcher will administer and distribute the questionnaire to the respondents through printed copies upon obtaining permission. Adequate time will be allocated for the respondents to complete the questionnaire. The researcher will then retrieve and tally all the questionnaires. The data will be forwarded to a statistician, who will analyze and interpret the results using appropriate statistical techniques.

To ensure data privacy, the researcher will assure that all data and findings of the study will be treated with confidentiality in compliance with Republic Act No. 10173, otherwise known as the Data Privacy Act—a law that seeks to protect all forms of information, whether



private, personal, or sensitive and will use them solely for research purposes to improve the teaching and learning process.

### **Data Analysis**

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

**Composite Mean.** This was used to determine the overall average of the weighted means in the questionnaire with respect to the description of enhancing critical thinking through experiential learning skills of tools in terms of class participation, active collaboration and interactive communication.

**Frequency.** This showed the number of participants who were Very High, High, Average, Low and Very Low based on their scores in the analytical test. It also indicated the total number of students who answered the test and the questionnaire.

**Percentage.** It was used to determine the percentage of students who were Very High, High, Average, Low and Very Low in assessment in Community Engagement, Solidarity and Citizenship 12.

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

**Weighted Mean.** It was used to determine the weight in terms of mean response of the students in on the impact experiential learning tools in terms of class participation, active collaboration and interactive communication.

## Results and Discussion

**Table 1: Integration of Experiential Learning in Teaching Community Engagement, Solidarity and Citizenship**

Indicator	Weighted Mean	Verbal Interpretation	Rank
embeds real-life experiences in our CSC lessons and classroom activities	3.50	Strongly Agree	9.5
emphasizes the importance of civic concepts as explained by our teacher.	3.60	Strongly Agree	4.5
connects classroom discussions to real-life community situations.	3.58	Strongly Agree	6
involves active collaboration with local communities or organizations.	3.52	Strongly Agree	8
enhances my understanding of the importance of community participation.	3.60	Strongly Agree	4.5
applies community-based examples to make lessons more meaningful.	3.50	Strongly Agree	9.5
makes CSC lessons more engaging, meaningful, and relevant to real life.	3.64	Strongly Agree	2.5
deepens my appreciation of solidarity and citizenship as part of nation-building.	3.56	Strongly Agree	7
includes clear safety and ethical guidelines before conducting activities.	3.64	Strongly Agree	2.5
develops my ability to express opinions on civic matters respectfully.	3.66	Strongly Agree	1
Composite Mean	3.58	Strongly Agree	

The results show that students highly value experiential learning, especially when lessons include real-life experiences in CSC, as shown by the highest rating (WM = 3.66, Strongly Agree). This means students better understand civic concepts when they are applied in real situations. They also find CSC more engaging when activities are based on real-life scenarios (WM = 3.64, Strongly Agree). In addition, students emphasized the importance of safety and ethical guidelines in conducting activities (WM = 3.64, Strongly Agree).

Using real-life scenarios also helps improve students' thinking skills (WM = 3.50, Strongly Agree) and allows them to express different opinions related to civic issues. This is supported by Rhoads and Torres (2024), who found that real-world experiences help develop critical thinking, empathy, and participation.

Overall, the composite mean of 3.58 (Strongly Agree) shows that students appreciate experiential learning because it makes lessons more meaningful, improves their understanding of citizenship, encourages teamwork, and helps them express their ideas better.

**Table 2: Level of students' performance in Community Engagement**

Indicator	Weighted Mean	Verbal Interpretation	Rank
I understand the importance of civic engagement and community involvement.	3.56	Excellent	6.5
I can explain the rights and responsibilities of a responsible Filipino citizen.	3.66	Excellent	6.5
I can relate CSC lessons to real-life social and community issues.	3.58	Excellent	5
I can work collaboratively with others in community or group projects.	3.62	Excellent	3.5
I can apply problem-solving and decision-making skills to civic activities.	3.46	Good	9.5
I take initiative to participate in school or community-based programs.	3.46	Good	9.5
I demonstrate honesty, discipline, and accountability in performing tasks.	3.66	Excellent	2
I show respect, empathy, and fairness toward others in my community.	3.62	Excellent	3.5
I participate in environmental and volunteer activities that promote solidarity.	3.50	Excellent	8
I embody the Filipino values of <i>Makatao</i> , <i>Makabansa</i> , <i>Maka-Diyos</i> , and <i>Makakalikasan</i> in my daily actions.	3.68	Excellent	1
Composite Mean	3.57	Excellent	

Students show that they can easily practice Filipino values such as Makabansa, Maka-Diyos, and Makatao through experiential learning in CSC, which got the highest rating (WM = 3.68, Excellent). They also value honesty, discipline, and accountability in doing performance tasks (WM = 3.66, Excellent), showing that these are important in understanding the lesson.

Students enjoy working with others, and collaborative activities help them finish tasks more easily while respecting each other (WM = 3.62, Excellent). Civic activities also help students apply problem-solving skills to real-life community issues, although this received a slightly lower rating (WM = 3.56, Good).

Overall, the composite mean of 3.57 (Excellent) shows that students highly value civic responsibility. They can connect lessons to real-life situations, work well with others, and practice good values. However, problem-solving and initiative are areas that still need improvement.

In the pre-test results, most students were in the low and average levels, showing that their understanding was still developing before the use of experiential learning. Overall, the findings show that students not only understand civic values but also apply them in their daily lives.

<b>Students Performance PRE- TEST</b>			
	<b>FREQUENCY</b>	<b>PERCENTAGE</b>	
25-30 (Very High)	0	0%	5
19-24 (High)	2	4%	4
13-18 (Average)	21	42%	2
7-12 (Low)	24	48%	1
1-6 (Very Low)	3	6%	3
<b>Total</b>	50	100	

<b>Students Performance POST- TEST</b>			
	<b>FREQUENCY</b>	<b>PERCENTAGE</b>	
25-30 (Very High)	13	26%	2
19-24 (High)	19	38%	1
13-18 (Average)	8	16%	3
7-12 (Low)	7	14%	4
1-6 (Very Low)	3	6%	5
<b>Total</b>	50	100	

In the pre-test, most students were in the Low (48%) and Average (42%) levels, and none reached the Very High level. In the post-test, results improved—38% reached the High level and 26% reached Very High, while the Low level dropped to 14%. This shows that experiential learning helped students better understand and apply civic concepts.

This agrees with Andal and Hermosa (2023), who found that hands-on activities improve understanding and retention better than traditional teaching. Reyes and Dela Cruz (2022) also noted that experiential learning increases student participation and improves academic performance. Torres (2024) added that real-life learning helps students connect lessons to real situations, improving both knowledge and skills.

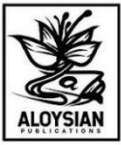
Overall, the results show that experiential learning significantly improved students' performance in CSC, leading to better understanding, engagement, and achievement.

**Table 3: Influence of Experiential Influence to the Development of Grade 12 Students in terms of Civic Knowledge**

Research Question	Weighted Mean	Verbal Interpretation	Rank
I have deepened my understanding of my rights and duties as a citizen.	3.52	Highly Influential	6.5
I have gained knowledge about how the government operates and influences people's daily lives.	3.54	Highly Influential	4.5
I have become more aware of the social and political issues affecting my community.	3.52	Highly Influential	6.5
I have built a clearer understanding of the roles and responsibilities of government officials and leaders.	3.48	Influential	8
I have recognized how government policies shape social and economic conditions in our country.	3.52	Highly Influential	6.5
I have come to value the importance of taking part in community service and volunteer work.	3.54	Highly Influential	4.5
I have used what I learned in civics to help solve problems in my community.	3.60	Highly Influential	1
I have developed greater appreciation for diversity, inclusion, and equality among people.	3.56	Highly Influential	2.5
I have realized the importance of honoring and respecting the rights and freedoms of others.	3.54	Highly Influential	4.5
I have deepened my understanding of my rights and duties as a citizen.	3.56	Highly Influential	2.5
Composite Mean	3.54	Highly Influential	

The results show that experiential learning in CSC improved students' understanding of civic knowledge and its role in solving community problems. This indicator ranked 1st with a weighted mean of 3.60, interpreted as highly influential.

Students also showed improved understanding of diversity, equality, rights, and responsibilities, which ranked 2nd with a weighted mean of 3.56, also highly influential. In addition, understanding of the roles of government officials ranked 8th with a weighted mean of 3.48, interpreted as influential.



Overall, the composite mean of 3.54 (Highly Influential) indicates that students gained a stronger understanding of citizenship, social responsibility, and community participation through experiential learning.

These findings suggest that civic education helps students become more aware, responsible, and active citizens who can better understand and address social issues.

**Table 4: Influence of Experiential to the Development of Grade 12 Students in terms of Civic Skills**

Research Question	Weighted Mean	Verbal Interpretation	Rank
I have strengthened my ability to express my ideas and opinions on civic issues clearly.	3.60	Highly Influential	1
I have gained the skill to listen attentively to other people's views on social and civic concerns.	3.58	Highly Influential	2
I have enhanced my capacity to contribute effectively to group decision-making.	3.46	Influential	10
I have benefited from working with my classmates on practical, hands-on activities.	3.56	Highly Influential	3.5
I have engaged in thoughtful discussions and critical questioning during group work.	3.52	Highly Influential	5.5
I have collaborated with others to find solutions to community problems.	3.48	Influential	8.5
I have become more motivated and involved when learning through real-life experiences with others.	3.56	Highly Influential	3.5
I have acquired the ability to plan and carry out small projects that serve the community.	3.48	Highly Influential	8.5
I have developed stronger communication and interpersonal skills through teamwork.	3.52	Highly Influential	5.5
I have built the ability to manage conflicts and make shared decisions effectively.	3.50	Highly Influential	7
Composite Mean	3.53	Highly Influential	



The results show that experiential learning improved students' freedom of expression as they actively shared their ideas in class. This ranked 1st with a weighted mean of 3.60, interpreted as highly influential.

Students also developed better listening skills and respect for others' opinions on civic and social issues such as poverty, education, human rights, and governance. This ranked 2nd with a weighted mean of 3.58, also highly influential.

In addition, students showed improvement in accepting different viewpoints and communicating their ideas during discussions. This ranked 10th with a weighted mean of 3.46, interpreted as influential.

Overall, the composite mean of 3.53 (Highly Influential) indicates that experiential learning enhanced students' communication, teamwork, and problem-solving skills. Students became more confident in expressing ideas and more active in discussions and group activities.

These findings suggest that experiential learning strengthens both academic understanding and civic competencies such as communication and collaboration.

**Table 5: Influence of Experiential Influence on the Development of Grade 12 Students in terms of Civic Values**

Research Question	Weighted Mean	Verbal Interpretation	Rank
I have developed a strong sense of responsibility toward my community.	3.64	Highly Influential	1.5
I have learned to respect the rights, opinions, and beliefs of others.	3.58	Highly Influential	4.5
I have upheld fairness and justice when making personal or group decisions.	3.58	Highly Influential	4.5
I have improved my ability to listen critically and attentively during communication activities.	3.52	Highly Influential	7.5
I have shown empathy and compassion toward people who are in need.	3.60	Highly Influential	3
I have demonstrated concern for the well-being of others in my community.	3.52	Highly Influential	7.5
I have practiced humility and openness when working with others.	3.56	Highly Influential	6
I have appreciated volunteerism as a valuable way of serving the community.	3.42	Highly Influential	9
I have committed myself to taking part in activities that improve my community.	3.40	Influential	10
I have strengthened my relationships and teamwork skills through experiential learning.	3.64	Influential	1.5
Composite Mean	3.55	Highly Influential	

The results show that experiential learning helped students develop a strong sense of responsibility toward their community. They learned to respect others' beliefs and practice fairness and empathy in their interactions. This ranked 1st with a weighted mean of 1.50, interpreted as highly influential.

Students also showed strong values of teamwork, humility, volunteerism, and compassion, especially in helping others without expecting anything in return. This ranked 3rd with a weighted mean of 3.60, also highly influential.

Overall, the composite mean of 3.55 indicates that students highly value civic responsibility and social involvement. The results suggest that experiential learning strengthens students' sense of service and commitment to improving their community.

These findings are supported by Andal and Hermosa (2023), who said experiential learning promotes compassion, respect, and civic responsibility. Reyes and Dela Cruz (2022) added that community-based activities develop empathy and moral values. Torres (2024) also found that experiential learning improves social responsibility and teamwork.

Overall, experiential learning helps students become more compassionate, responsible, and community-oriented individuals.

**Table 6: Challenges do Teachers and Students encounter in Implementing Experiential Learning Activities in CSC**

Research Question	Weighted Mean	Verbal Interpretation	Rank
I struggle to balance my academic responsibilities with experiential learning tasks.	2.72	Moderately Encountered	8.5
I am often unprepared for experiential learning activities.	2.62	Moderately Encountered	9
I have difficulty analyzing others' perspectives on experiential learning.	2.72	Moderately Encountered	8.5
I become overwhelmed when dealing with real-world situations outside the classroom.	2.84	Moderately Encountered	7
I face obstacles in communicating effectively with my group members during field activities.	2.88	Moderately Encountered	5
I encounter issues when some group members do not contribute equally to experiential tasks.	3.06	Moderately Encountered	2
I experience time pressures that affect the success of experiential learning activities.	2.98	Moderately Encountered	3
I deal with limitations in materials, resources, or tools during outdoor learning.	3.08	Moderately Encountered	1
I undergo stress when completing experiential learning tasks within a short period.	2.94	Moderately Encountered	4
I struggle to adjust when experiential learning takes place in new surroundings.	2.86	Moderately Encountered	6
Composite Mean	2.87	Moderately Encountered	



The results show that students moderately encountered challenges in dealing with limited resources during experiential learning activities. This was ranked 1st with a weighted mean of 3.08 and interpreted as moderately encountered.

These limitations affected some outdoor activities that could have improved students' knowledge and skills, and in some cases led to difficulties in performance. This finding is supported by Reyes and Dela Cruz (2022), who noted that experiential learning may bring logistical and emotional challenges due to real-world demands such as problem-solving and time management. Andal and Hermosa (2023) added that hands-on activities can cause stress when resources or support are limited. Torres (2024) emphasized that proper guidance and preparation can help students manage these challenges and improve their learning experience.

Overall, the results suggest that while students face moderate challenges in experiential learning, these experiences also help them develop adaptability and resilience.

## **Conclusion**

Based on the findings of the study, the researcher concluded that the respondents agree that integrating experiential learning into CSC is helpful in enhancing critical thinking skills and encouraging them to express their opinions during class discussions. Furthermore, the integration of experiential learning has positive effects on students' performance in learning areas such as Community, Engagement, Solidarity, and Citizenship. However, differences in points of view were identified as the most common problem encountered by the respondents. Despite this, the proposed experiential learning activities, which were designed based on the needs of the respondents, may be effectively used in teaching civic education, particularly in the areas of Community, Engagement, Solidarity, and Citizenship, as they address diverse student opinions. These activities may also contribute to improving students' civic participation and academic performance.

## **Recommendations**

Based on the findings and conclusions, the following recommendations are presented: teachers may use the prepared experiential activities to integrate and enhance experiential learning in Community, Engagement, Solidarity, and Citizenship, addressing the varied needs and interests of students and contributing to a more effective teaching and learning process. In addition, the proposed activities may be considered for further review, analysis, and implementation. Furthermore, the administration may provide training, seminars, and workshops to support both teachers and students in the use of experiential learning activities.

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