Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://journals.aloysianpublications.com
Volume 2 Issue 6 (2026)

Experiential Learning Strategies And Their Effects On Grade 8 Students' Performance In World History In Calubcob 1 National High School

Riva T. Lara [1]
1 – Golden Gate Colleges
rhiva31@gmail.com / 0009-0007-3305-5031

Publication Date: June 2, 2026 DOI: **10.5281/zenodo.20503301**

Abstract

This study explored the effectiveness of experiential learning strategies in teaching World History to Grade 8 students at Calubcob I National High School during the School Year 2025–2026. The research aimed to determine the impact of these methods on academic performance, participation, and engagement, while identifying implementation challenges.

Employing a descriptive–quantitative design and a quasi-experimental approach, the study utilized pre-tests, post-tests, and structured questionnaires. Forty students participated, divided into an experimental group exposed to experiential learning and a control group taught via traditional methods. Data were analyzed using weighted mean, t-tests, and percentage.

Findings revealed that students were highly engaged in experiential activities, particularly in peer interactions and performance-based tasks. Learners exhibited better comprehension of historical concepts, increased motivation, and higher self-esteem. Post-test results indicated a significant increase in the academic performance of the experimental group compared to the control group.

While small difficulties such as limited materials, time constraints, and unequal group participation were noted, students remained flexible and collaborative. Based on these results, the study proposed activities like historical role-playing, local heritage exploration, and debates to sustain engagement.

Overall, the study concludes that experiential learning is an effective instructional approach for World History. It fosters active participation, critical thinking, and meaningful learning by making lessons more interactive and relevant. These findings serve as a valuable reference for educators and administrators in promoting innovative, learner-centered instruction.

Keywords: *experiential learning strategies, World History, Grade 8 students, academic performance, student engagement, and quasi-experimental design.*

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://journals.aloysianpublications.com
Volume 2 Issue 6 (2026)

Introduction

Teaching World History often faces challenges with abstract concepts and low knowledge retention due to traditional lecture-based methods. This study investigates the implementation of experiential learning strategies moving students from passive observers to active participants at Calubcob 1 National High School. The research addresses the problem of students finding history "dry" or disconnected from their lives, which often leads to poor academic performance.

The study specifically sought to answer:
This study aimed to determine the effects of experiential learning strategies on the performance of Grade 8 students in World History at Calubcob 1 National High School.

Specifically, it sought to answer the following questions:

1. What is the level of participation of Grade 8 students in experiential learning activities in World History as to:
    1.1. involvement in class activities
    1.2. interaction with peers
    1.3. engagement in hands-on tasks and performance-based activities
2. How do experiential learning strategies affect the academic performance of Grade 8 students in World History in terms of:
    2.1. understanding of learning content
    2.2. active participation in class
    2.3. performance in assessments and outputs
3. To what extent is the experiential learning strategies manifested in line with:
    3.1. academic performance of learners
    3.2. use of traditional teaching methods?
4. What challenges do Grade 8 students encounter in engaging with experiential learning activities in World History?
5. Based on the findings, what experiential learning activities may be proposed to further improve students' academic performance in World History?

Methodology

Research Design: The study used a dual-layered approach: a descriptive-quantitative design to assess student perceptions and a quasi-experimental pre-test/post-test model to measure academic growth.

Participants: Forty Grade 8 students from Calubcob 1 National High School were selected via purposive sampling from two sections, "Proverbs" and "Genesis".

Experimental Groups: Participants were divided into an experimental group using experiential strategies (simulations and role-playing) and a control group following traditional lecture-based instruction.

Instruments: Data collection involved validated surveys to measure participation and challenges, as well as teacher-made pre-tests and post-tests aligned with K-to-12 standards.

Data Analysis: Descriptive statistics (weighted and composite means) were used for participation levels, while independent and paired t-tests were used to determine the significance of academic growth at a 0.05 level of confidence.

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://journals.aloysianpublications.com
Volume 2 Issue 6 (2026)

Result

Level of Students' Participation in Experiential Learning: Students' participation was measured in terms of class involvement, peer interaction, and engagement in hands-on and performance tasks.

Table 1: **Class Involvement**. The table shows that experiential learning significantly boosted Grade 8 classroom involvement, achieving a Very High composite mean of 3.57. While students showed peak engagement through active participation with the weighted mean of 3.67 and enthusiasm with the weighted mean of 3.65, lower scores in asking questions with the weighted mean of 3.45 and taking initiative with the weighted mean of 3.54 indicate a lingering hesitation toward leadership and vocal inquiry. These findings align with research by Ali and Siddiqui (2023) and Moralita (2025), which credits hands-on methods with revitalizing instruction, as well as Dayrit (2021) and Thomas (2020), who emphasize that collaborative, project-based environments improve student accountability. Ultimately, the results confirm that experiential learning not only enhances motivation but also effectively develops essential cooperative skills and personal responsibility in the classroom.

Indicator	**Weighted Mean**	**Verbal Interpretation**	**Rank**
Actively joins activities during experiential lessons	3.67	Very High	1
Participates in group discussions	3.60	Very High	3.5
Follows instructions attentively	3.55	Very High	3.5
Volunteers to share ideas	3.50	High	6
Cooperates with classmates	3.58	Very High	9
Takes initiative in assigned roles	3.54	High	5
Asks questions to clarify tasks	3.45	High	7
Contributes knowledge and skills	3.52	High	10
Completes assigned tasks	3.60	Very High	8
Shows enthusiasm and interest	3.65	Very High	2
Composite Mean	**3.57**	**Very High**	

Table 2: Peer Interaction. Experiential learning at Calubcob 1 National High School effectively fostered a Very High level of peer interaction with a composite mean of 3.55, particularly through valuing teamwork with the weighted mean of 3.65 and mutual respect with the weighted mean of 3.63. Despite this success, lower scores in conflict resolution with the weighted mean of 3.42 and inclusive participation with the weighted mean of 3.48 suggest that students require additional support in managing group dynamics. These findings align with research by Dayrit (2021), Thomas (2020), and Moralita (2025), which highlights how team-oriented activities strengthen social connections and accountability. Ultimately, the results confirm that hands-on strategies not only drive academic engagement but are also vital for developing the interpersonal skills necessary for effective collaboration.

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://journals.aloysianpublications.com
Volume 2 Issue 6 (2026)

Indicator	Weighted Mean	Verbal Interpretation	Rank
Works and communicates with classmates	3.58	Very High	5
Shares ideas openly	3.55	Very High	6
Listens attentively to peers	3.52	High	7
Respects others' contributions	3.63	Very High	2
Helps classmates in need	3.50	High	8
Cooperates to achieve group goals	3.60	Very High	3.5
Encourages groupmates to participate	3.48	High	9
Resolves conflicts respectfully	3.42	High	10
Values teamwork	3.65	Very High	1
Shows enthusiasm in activities	3.60	Very High	3.5
Composite Mean	**3.55**	**Very High**	

Table 3: Hands-on and Performance Tasks. The study indicates that experiential learning significantly boosted classroom involvement, achieving a Very High composite mean of 3.55. Students showed peak engagement through hands-on activities with the weighted mean of 3.68 and concept application with the weighted mean of 3.60, though lower scores in time management with the weighted mean of 3.48 and task organization with the weighted mean of 3.50 suggest a need for more instructional structure. These findings align with Kolb's Experiential Learning Theory (2020) and research by Ahmad et al. (2022) and Khan and Iqbal (2021), which emphasize that active participation bridges the gap between theory and practice while improving long-term retention. Ultimately, the results confirm that while students find learning by doing deeply meaningful, the strategy is most effective when paired with support for reflection and organizational skills.

Indicator	Weighted Mean	Verbal Interpretation	Rank
Completes performance tasks confidently	3.59	Very High	3
Engages actively in practical applications	3.55	Very High	4.5
Follows step-by-step procedures	3.50	High	8
Demonstrates skills effectively	3.52	High	7
Finishes tasks on time	3.48	High	10
Takes responsibility for work quality	3.55	Very High	4.5
Applies learned concepts during tasks	3.60	Very High	2
Shows creativity and initiative	3.53	High	6
Improves output continually	3.49	High	9
Enjoys learning by doing	3.68	Very High	1
Composite Mean	**3.55**	**Very High**	

Effects of Experiential Learning Strategies on Academic Performance:

Students assessed the perceived effectiveness of experiential learning in terms of content understanding, class participation, and assessment results. The findings indicate that experiential learning strategies were very effective in improving students' academic performance in World History.

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://journals.aloysianpublications.com
Volume 2 Issue 6 (2026)

Table 4: Content Understanding. The study found experiential learning strategies to be Very Effective with a composite of 3.56 mean in improving academic performance, particularly in deepening topic understanding with the weighted mean of 3.62 and identifying cause-and-effect relationships with the weighted mean of 3.60. High scores in lesson retention with the weighted mean of 3.58 suggest that engaging multiple senses through simulations and reenactments helps students move beyond passive reception to higher-order analytical thinking. These results align with Kolb and Kolb's (2021) emphasis on direct engagement and Anderson and Krathwohl's (2001) framework for nurturing cognitive skills through active participation. Ultimately, the findings confirm that learning through experience bridges the gap between abstract historical events and long-term conceptual mastery.

Indicator	Weighted Mean	Verbal Interpretation
Better understanding of topics	3.62	Very Effective
Clearer explanation of historical concepts	3.55	Very Effective
Easier retention of lessons	3.58	Very Effective
Connection of historical events	3.53	Very Effective
Understanding cause-and-effect relationships	3.60	Very Effective
Application of historical knowledge	3.52	Very Effective
Giving real-life examples	3.55	Very Effective
Deeper understanding of historical issues	3.57	Very Effective
Improved analysis of World History topics	3.50	Effective
Faster grasp of complex topics	3.55	Very Effective
Composite Mean	**3.56**	**Very Effective**

Table 5: Class Participation. The study found that experiential learning strategies were Very Effective in boosting class participation, earning a composite mean of 3.57. Peak performance was observed in hands-on lesson engagement with the weighted mean of 3.62 and a shared willingness to join discussions with the weighted mean of 3.60, illustrating how active learning builds student confidence. While interaction remained high, lower scores in asking questions with the weighted mean of 3.50 and teacher interaction with the weighted mean of 3.53 suggest that some students still experience slight hesitation in verbal communication. These findings align with Kolb and Kolb's (2021) theory of knowledge construction and Vygotsky's focus on social interaction, while supporting Freeman et al.'s (2021) conclusion that experiential approaches are vital for transforming passive learners into active, communicative participants.

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://journals.aloysianpublications.com
Volume 2 Issue 6 (2026)

Indicator	Weighted Mean	Verbal Interpretation
Willingness to join discussions	3.60	Very Effective
Confidence to recite	3.55	Very Effective
Engagement in hands-on lessons	3.62	Very Effective
Freedom to share opinions	3.58	Very Effective
Motivation to participate	3.55	Very Effective
Encouragement to ask questions	3.50	Effective
Improved class participation	3.57	Very Effective
Interaction with teacher	3.53	Very Effective
Active engagement in recitation	3.58	Very Effective
Comfort in contributing ideas	3.60	Very Effective
Composite Mean	**3.57**	**Very Effective**

Table 6: Assessment Results. The study found experiential learning strategies Very Effective with a composite mean of 3.54 in boosting academic performance, with students demonstrating peak confidence in graded tasks with the weighted mean of 3.58 and improved memory recall with the weighted mean of 3.57. While experiential methods significantly enhanced performance-based outputs, lower scores in traditional test results with the weighted mean of 3.50 suggest that some students require more support translating hands-on knowledge into standardized written formats. These findings align with Bandura's (2020) self-efficacy theory and Kolb's (2021) model of knowledge transformation, while echoing observations by Nguyen and Le (2023) regarding the performance-test gap. Ultimately, the results confirm that while experiential learning builds deep understanding and self-assurance, it is most effective when paired with instructional bridging to traditional assessment metrics.

Indicator	Weighted Mean	Verbal Interpretation
Improved assessment scores	3.55	Very Effective
Better quiz and exam performance	3.52	Very Effective
Improved test results after activities	3.50	Effective
Accuracy in assessments	3.53	Very Effective
Higher scores through hands-on lessons	3.55	Very Effective
Better recall during tests	3.57	Very Effective
Improved performance-based outputs	3.56	Very Effective
Confidence in answering graded tasks	3.58	Very Effective
Better results in history assessments	3.53	Very Effective
Easier completion of requirements	3.50	Effective
Composite Mean	**3.54**	**Very Effective**

Extent of Manifestation of Experiential Learning Strategies:

The extent of manifestation of experiential learning strategies reflects how effectively these approaches are integrated into the teaching–learning process. It highlights the degree to which students actively engage in hands-on, reflective, and meaningful learning experiences.

Table 7: Academic Performance of Learners. The table demonstrates that experiential learning strategies are effectively manifested with a high composite mean of 3.19, particularly

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://journals.aloysianpublications.com
Volume 2 Issue 6 (2026)

excelling in bridging the gap between theory and real-world application with the weighted mean of 3.30. High levels of collaboration with the weighted mean of 3.28 further indicate that doing history fosters holistic growth, social skills, and improved memory retention, aligning with findings from UCL (2024) and Joseph and Stephen (2024). However, relatively lower scores in assessment performance (3.03) and creativity (3.10) suggest that traditional testing may not fully capture practical gains and that overly structured activities may limit innovative thinking. Ultimately, while experiential learning remains a powerful tool for active engagement, its impact can be maximized by incorporating more open-ended tasks and aligning assessments with hands-on learning outcomes.

Indicators	**Weighted Mean**	**Verbal Interpretation**	**Rank**
1. Students apply theoretical knowledge to real-life situations.	3.30	To a Very High Extent	1
2. Learners collaborate effectively during experiential group tasks.	3.28	To a Very High Extent	2
3. Learners demonstrate deeper understanding through hands-on activities.	3.25	To a Very High Extent	3
4. Students' overall academic performance improves.	3.25	To a Very High Extent	4
5. Students exhibit greater motivation and enthusiasm in learning.	3.23	To a High Extent	5
6. Students actively participate in discussions and tasks.	3.20	To a High Extent	6
7. Experiential learning promotes better retention of concepts.	3.15	To a High Extent	7
8. Learners show improved problem-solving and critical-thinking skills.	3.13	To a High Extent	8
9. Experiential activities enhance students' creativity and innovation.	3.10	To a High Extent	9
10. Experiential learning improves assessment performance.	3.03	To a High Extent	10
Composite Mean	**3.19**	**To a High Extent**	

Table 8: Use of Traditional Teaching Methods. The study reveals that experiential learning is most effective when integrated into a hybrid model, achieving a composite mean of 3.13. This approach balances traditional frameworks such as textbooks and direct instruction with the weighted mean of 3.25 and with active engagement with the weighted mean of 3.22 to ensure students possess the foundational knowledge required for meaningful exploration. Research by Chowdhury (2022) and Kim and Song (2024) supports this sequence, noting that understanding the conceptual why significantly drives participation. However, logistical hurdles remain, particularly in balancing lecture time within limited hours with the weighted mean of 3.03 and adapting traditional teaching styles to learner-centered contexts with the weighted mean of 2.98. As highlighted by Santos and Rivera (2022), these challenges underscore the necessity for

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://journals.aloysianpublications.com
Volume 2 Issue 6 (2026)

specialized professional development and flexible management to successfully bridge the gap between historical theory and hands-on practice.

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Teachers integrate lectures with activity-based learning.	3.22	To a very high extent	3
2. Teachers use discussions and questioning to reinforce experiential learning outcomes.	3.18	To a very high extent	5
3. Traditional tools such as textbooks and blackboards are used alongside experiential activities.	3.25	To a very high extent	1
4. Teachers combine demonstrations with experiential tasks to strengthen understanding.	3.20	To a very high extent	4
5. Direct instruction is used to introduce concepts before experiential application.	3.23	To a very high extent	2
6. Traditional assessments quizzes, written tests are supplemented with performance-based tasks.	3.08	To a very high extent	6
7. Teachers explain theories before engaging students in practical activities.	3.10	To a very high extent	7
8. Traditional classroom management strategies are applied during experiential activities.	3.05	To a very high extent	8
9. Teachers balance lecture time and experiential work efficiently.	3.03	To a very high extent	9
10. Traditional instructional strategies are adapted to suit experiential learning contexts.	2.98	To a moderate extent	10
Composite Mean	**3.13**	**To a very high extent**	

Table 9: Challenges encountered in engaging with experiential learning. The study found that students navigating experiential learning primarily face moderate challenges related to structural limitations, specifically the lack of materials or equipment with the weighted mean of 3.45, time constraints with the weighted mean of 3.35, and limited classroom space with the weighted mean of 3.30. These findings align with research suggesting that resource availability (De Guzman & Reyes, 2021) and the extended duration required for reflective stages (Lopez, 2022) are critical for success, while physical environment significantly impacts collaborative movement (Tan & Rivera, 2023). Conversely, personal and environmental barriers such as low confidence with the weighted mean of 3.05, instructional difficulty with the weighted mean of 3.10, and distractions with the weighted mean of 3.12 are categorized as minor challenges, as the interactive nature of the pedagogy tends to boost self-assurance (Santos, 2021) and student focus (Garcia & Torres, 2023). With an overall composite mean of 3.23, the data suggests that while logistical hurdles persist, students remain effectively engaged through structured guidance and direct involvement (Lim & Cheng, 2024; Garcia & Torres, 2023).

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://journals.aloysianpublications.com
Volume 2 Issue 6 (2026)

Indicator	Weighted Mean	Verbal Interpretation	Rank
1. Lack of materials or equipment	3.45	Moderate Challenge	1
2. Time constraints	3.35	Moderate Challenge	2
3. Limited classroom space	3.30	Moderate Challenge	3
4. Group conflicts	3.25	Moderate Challenge	4.5
5. Limited teacher guidance	3.25	Moderate Challenge	4.5
6. Unequal participation	3.20	Moderate Challenge	6
7. Overlapping workloads	3.18	Moderate Challenge	7
8. Classroom distractions	3.12	Fairly Challenging	8
9. Difficulty understanding instructions	3.10	Fairly Challenging	9
10. Personal shyness or low confidence	3.05	Fairly Challenging	10
Composite Mean	**3.23**	**Moderate Challenge**	

Proposed Experiential Learning Activities to Improve Students' Academic Performance in World History:

Based on the findings of the study, experiential learning strategies have significantly enhanced students' participation, understanding, and assessment performance in World History. However, the results also indicate moderate challenges such as lack of materials, time constraints, and unequal group participation. To address these issues and further 78 improve students' academic performance, the following experiential learning activities are proposed:

1. **Historical Role-Playing:** Students reenact major events (e.g., the French Revolution) to explore diverse perspectives and develop historical empathy, enhancing critical thinking through active portrayal.
2. **Local Heritage Exploration:** Learners research landmarks in San Juan, Batangas, connecting local history to global themes to strengthen analytical and research skills through contextualized learning.
3. **Historical Debates:** Structured debates on controversial issues, like imperialism, challenge students to use evidence-based reasoning and higher-order thinking to defend historical positions.
4. **Integrative Performance Tasks:** Collaborative multimedia projects, such as documentaries or podcasts, synthesize lessons across periods to boost creativity and technical skills through teamwork.
5. **Assessment and Feedback:** Periodic feedback collection identifies student challenges and learning experiences, allowing teachers to refine strategies and ensure the intervention's continuous effectiveness.

Discussion

The research findings indicate that experiential learning strategies are effectively manifested in the teaching-learning process, achieving a composite mean of 3.19, which is interpreted to a high extent. The most prominent indicator was the ability of students to apply theoretical knowledge to real-life situations with the weighted mean of 3.30, demonstrating that hands-on engagement successfully bridges the gap between classroom concepts and practical reality. This high level of manifestation suggests that doing history allows students to move beyond passive observation to active participation. According to a 2024 study from University

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://journals.aloysianpublications.com
Volume 2 Issue 6 (2026)

College London (UCL), this practice and reflection cycle makes lessons more meaningful and easier to remember. Furthermore, the high rating for effective collaboration during group tasks with the weighted mean of 3.28 highlights how these strategies foster teamwork and social skills. Aydin and Pehlivan (2021) noted that group-based experiential learning leads to more holistic student growth by improving both social interaction and motivation. Joseph and Stephen (2024) also affirm that this inquiry-based approach significantly enhances memory and understanding compared to traditional rote memorization.

In terms of instructional integration, the study found that teachers effectively utilize a hybrid model, combining traditional tools like textbooks and blackboards with experiential activities to maintain lesson structure with the weighted mean of 3.25. This sequencing using direct instruction to build foundational knowledge before transitioning to hands-on tasks is critical for ensuring student readiness, as noted by Chowdhury (2022). However, the data also revealed moderate logistical challenges with a composite Mean of 3.23, particularly regarding the lack of materials with the weighted mean of 3.45 and time constraints with the weighted mean of 3.35. Because experiential learning involves distinct stages of planning, acting, and reflecting, it naturally requires more time than traditional rote instruction (Lopez, 2022). Additionally, the difficulty in adapting traditional strategies with the weighted mean of 2.98 suggests a need for professional development focused on flexible, student-driven management styles (Santos and Rivera, 2022). Overall, while these hurdles exist, the results confirm that experiential learning significantly enhances student engagement and conceptual depth in World History.

Conclusion and Recommendation

I. Conclusions

Based on the findings, the experiential learning is highly effective for Grade 8 students at Calubcob I National High School, fostering a superior level of academic achievement compared to traditional methods and encouraging high levels of student participation. By transforming the classroom into a dynamic environment where students apply theoretical knowledge to real-life situations, these strategies significantly improved content retention and mastery of historical concepts. Despite moderate logistical challenges such as time constraints and resource scarcity, student motivation remained resilient, underscoring the success of activities like historical role-playing and local heritage exploration. Consequently, it is recommended that schools formally institutionalize these experiential approaches into the curriculum while providing necessary support through resource allocation and professional development for teachers. Educators should prioritize strategic time management and continuous feedback loops to ensure that active learning remains a sustainable practice that enhances historical empathy and critical thinking.

II. Recommendations

Based on the conclusion drawn from the findings, schools should formally institutionalize experiential strategies by making project-based and inquiry-based activities a standard component of curriculum integration and instructional planning. This shift requires robust resource allocation through collaborative efforts with the Department of Education and community stakeholders to provide necessary materials and establish partnerships with local

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal
of Social Sciences, Education, and Allied Fields
https://journals.aloysianpublications.com
Volume 2 Issue 6 (2026)

museums or historical sites. To support this transition, teacher empowerment must be prioritized through regular professional development workshops focusing on classroom facilitation, reflective teaching, and the integration of digital tools. Furthermore, strategic time management is essential, with teachers designing well-structured schedules that prioritize reflection and debriefing sessions to ensure activities remain meaningfully connected to learning objectives. Finally, a system for continuous monitoring and research should be established, utilizing feedback mechanisms to evaluate effectiveness while encouraging future studies into the long-term impact on historical empathy and the potential of virtual experiential learning tools.

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://journals.aloysianpublications.com
Volume 2 Issue 6 (2026)

References

Ahmad, S., et al. (2022). The impact of hands-on experiences on student motivation and long-term retention. *Journal of Educational Research*.

Ali, A., & Siddiqui, S. (2023). Transforming lessons through experiential learning: A study on student participation. *International Journal of Pedagogy*.

Anderson, L. W., & Krathwohl, D. R. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. Longman.

Aydin, M., & Pehlivan, A. (2021). Holistic growth through group-based experiential learning. *Educational Sciences: Theory & Practice*.

Bandura, A. (2020). *Self-efficacy: The exercise of control*. Freeman.

Bonwell, C. C., & Eison, J. A. (2020). *Active learning: Creating excitement in the classroom*. ASHE-ERIC Higher Education Reports.

Chowdhury, M. (2022). Building foundational knowledge: The role of direct instruction in experiential learning. *Journal of Learning Styles*.

Dayrit, J. (2021). Collaborative activities and student participation in Araling Panlipunan. *Philippine Education Quarterly*.

De Guzman, R., & Reyes, M. (2021). Resource availability and its impact on experiential learning success. *Journal of Social Studies Education*.

Freeman, S., et al. (2021). Active learning increases student performance in science, engineering, and mathematics. *Proceedings of the National Academy of Sciences*.

Garcia, F., & Torres, L. (2023). Engagement levels and classroom distractions in interactive tasks. *Journal of Classroom Management*.

Johnston, N., & Miles, L. (2022). Assessing the depth of understanding in experiential vs. traditional learners. *Educational Psychology Review*.

Joseph, K., & Stephen, R. (2024). Inquiry-based approaches and memory retention in History. *History Education Journal*.

Khan, A., & Iqbal, M. (2021). Bridging the gap between theory and practice through experiential learning. *Journal of Applied Learning*.

Kim, H., & Song, J. (2024). Driving student engagement through conceptual understanding in interactive tasks. *Modern Education Technology*.

Kolb, D. A. (2020). *Experiential learning: Experience as the source of learning and development*. Pearson Education.

Kolb, A. Y., & Kolb, D. A. (2021). *The experiential learning theory of development*. Oxford University Press.

Li, X., & Li, Y. (2022). Enhancing student engagement through real-world context application. *Global Education Review*.

Lim, C., & Cheng, Y. (2024). Guidance and clarity in experiential learning methods. *Instructional Science*.

Lopez, J. (2022). Time constraints and the reflection stage in active learning. *Education Management Administration & Leadership*.

Lopez, M., & Martin, S. (2023). Maintaining lesson structure in hybrid models. *Journal of Teaching and Learning*.

Moralita, E. (2025). Revitalizing classroom instruction through experiential learning. *Journal of Educational Innovation*.

Nguyen, T., & Le, H. (2023). Performance tasks and standardized assessments: A comparative study of experiential learners. *Assessment in Education*.
Ramirez, D., & Dela Cruz, P. (2021). Barriers to active learning: Time and class hour limitations. *Philippine Journal of Education Research*.
Reyes, L., & Zhang, W. (2023). Unlocking innovative thinking through open-ended tasks. *Creativity Research Journal*.
Santos, R. (2021). Reducing shyness through teamwork in experiential strategies. *Social Psychology of Education*.
Santos, R., & Rivera, M. (2022). Challenges in transitioning to learner-centered styles. *Professional Development in Education*.
Tan, K., & Rivera, G. (2023). Physical space and collaboration in active learning environments. *Learning Environments Research*.
Thomas, G. (2020). Collaborative activities and teacher-learner relationships. *Journal of Experiential Education*.
University College London (UCL). (2024). *The cycle of practice and reflection in meaningful learning*. UCL Press.