

# Critical Thinking Skills of Grade 10 Students in Araling Panlipunan Through the Use of Digital Media Platforms in Bauan Technical Integrated High School

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## Abstract

The increasing integration of technology in education has transformed classroom instruction, particularly in Araling Panlipunan, where digital platforms now play a vital role in shaping students' learning experiences. This study aims to determine the effectiveness of digital media in enhancing the critical thinking skills and engagement of Grade 10 students and to identify the challenges they encounter in its use. A quantitative-descriptive research design was employed, involving 30 Grade 10 students from Bauan Technical Integrated High School. Data were collected using a researcher-made survey questionnaire and analyzed through weighted mean and composite mean to measure perceptions and experiences regarding digital media use. The results revealed that digital media significantly enhances students' critical thinking abilities, with composite means ranging from 3.62 to 3.74 (Strongly Agree), and positively influences student engagement and participation with similar high mean scores. Challenges such as unstable internet connection, limited access to gadgets, difficulty verifying information, and online distractions were also strongly acknowledged, with a composite mean of 3.68 (Strongly Agree). The findings imply that digital media is an effective instructional tool that strengthens critical thinking and promotes active learning in Araling Panlipunan; however, improvements in digital infrastructure, resource availability, and digital literacy support are essential to maximize its academic benefits.

**Keywords:** *Digital Media Platforms, Critical Thinking Skills, Student Engagement, Araling Panlipunan.*



## Introduction

In today's fast-paced, technology-driven world, digital media has become an essential tool in shaping how young learners acquire, analyze, and evaluate information. Globally, educational institutions and policymakers acknowledge the importance of integrating digital literacy and critical thinking skills into classroom instruction.

This study aimed to determine the critical thinking skills of Grade 10 students in Araling Panlipunan through the use of digital media platforms.

Specifically, it sought to answer the following questions:

1. How do digital media platforms influence the development of critical thinking skills among Grade 10 students in Araling Panlipunan in terms of:

- 1.1. information analysis;
- 1.2. reasoning ability;
- 1.3. problem-solving.

2. To what extent does the use of digital media platforms relate to the students' level of critical thinking skills in terms of:

- 2.1. frequency of use;
- 2.2. platform type;
- 2.3. purpose of use:

3. How effective are digital media platforms in enhancing student engagement and critical thinking in Araling Panlipunan in terms of:

- 3.1. class participation;
- 3.2. learning motivation;
- 3.3. task performance

4. What challenges do students and teachers encounter in utilizing digital media platforms in teaching Araling Panlipunan?

5. What enhancement plan may be proposed to improve student engagement and critical thinking skills through digital media platforms?



## **Methodology**

### ***Research Design***

This study employed a quantitative descriptive-correlational research design to investigate the impact of digital media platforms on the development of critical thinking skills among Grade 10 students in Araling Panlipunan.

### ***Participants***

Participants were 30 Grade 10 students from Bauan Technical Integrated High School during the 2025–2026 school year. A purposive sampling technique was used, selecting learners who were officially enrolled in Araling Panlipunan during the study period.

### ***Research Instrument***

A researcher-made questionnaire served as the primary data gathering instrument. The questionnaire consisted of four parts:

1. Influence of digital media platforms on critical thinking skills
2. Relationship between digital media use and critical thinking
3. Effectiveness of digital media on engagement
4. Challenges encountered in using digital media

Both quantitative and descriptive responses were collected.

### ***Data Collection Procedure***

The researcher secured permission from the school principal before conducting the study. Parental consent and student assent were obtained to ensure voluntary participation. The researcher-made questionnaire was distributed to 30 Grade 10 students through Google Forms via class group chat and personal messages. After the respondents completed the survey, the data were collected, tabulated, and analyzed using frequency, percentage, weighted mean, and composite mean.

### ***Data Analysis***

The data gathered were organized, tabulated, and analyzed using appropriate statistical tools. Frequency and percentage were used to describe the responses of the participants. Weighted mean and composite mean were utilized to determine the level of critical thinking skills, engagement, and use of digital media platforms. The results were then interpreted using

verbal interpretations to answer the research questions.

## Results

**Table 1**  
**Digital Media Platforms' Influence the Development of Critical Thinking Skills**

Item	Weighted Mean	Verbal Interpretation	Rank
A. Information Analysis			
I identify accurate information about Araling Panlipunan online.	3.78	Strongly Agree	2
I check the source of online information before using it in class.	3.82	Strongly Agree	1
I compare facts from different websites to verify accuracy.	3.77	Strongly Agree	3
I explain the meaning of online posts or videos related to lessons.	3.61	Strongly Agree	5
I detect biased or misleading information on digital platforms.	3.65	Strongly Agree	4
<b>Composite Mean</b>	<b>3.73</b>	<b>Strongly Agree</b>	

Table 1 shows that students demonstrate a high level of competence in information analysis when integrating online content in Araling Panlipunan. The composite mean of 3.73 indicates that, overall, students often practice critical evaluation of digital information. The highest-rated indicator is checking the source of online information (3.82), suggesting that students prioritize verifying the credibility of materials before using them in the classroom.

Similarly, they frequently identify accurate information (3.78) and compare facts from various websites (3.77), reflecting consistent efforts to cross-validate data. Meanwhile, skills related to explaining online posts or videos (3.61) and detecting biased or misleading information (3.65) received slightly lower ratings, though still within the “strongly agree” range. These results imply that while students are generally confident in evaluating digital content, there remains room to strengthen their critical analysis of biases and their ability to interpret multimedia sources. Overall, students exhibit strong digital literacy practices that positively support effective Araling Panlipunan instruction.

**Table 2**  
**Digital Media Platforms Influence The Development Of Critical Thinking Skills Among**  
**Grade 10 Students In Araling Panlipunan**

Item	Weighted Mean	Verbal Interpretation	Rank
<b>B. Reasoning Ability</b>			
I provide logical reasons to support my opinions in online discussions.	3.66	Strongly Agree	4
I analyze arguments presented in digital articles or videos.	3.76	Strongly Agree	2
I connect ideas from online resources to our lessons.	3.71	Strongly Agree	3
I evaluate information carefully before agreeing or disagreeing.	3.79	Strongly Agree	1
I justify my answers clearly when using online learning platforms.	3.58	Strongly Agree	5
<b>Composite Mean</b>	<b>3.70</b>	<b>Strongly Agree</b>	

Table 2 shows the composite mean of 3.70, interpreted as Strongly Agree, indicates that learners exhibit a high level of critical thinking in online learning environments. Among the indicators, the highest mean of 3.79 shows that students are most confident in evaluating information carefully before agreeing or disagreeing, demonstrating strong judgment and discernment when engaging with digital content.

This is followed by their ability to analyze arguments in digital Strongly Agree articles or videos (3.76) and connect ideas from online resources to classroom lessons (3.71), reflecting effective integration of online information with academic learning. They also provide logical reasons to support opinions in online discussions (3.66), showing solid reasoning skills, though slightly lower than other indicators. The lowest but still strongly agreed-upon indicator is the ability to justify answers clearly when using online learning platforms (3.58), suggesting that while students demonstrate clear reasoning, some may still need guidance in articulating explanations in digital contexts. Overall, the results reveal that learners possess well-developed critical thinking and reasoning skills when interacting with online information and platforms.

**Table 3**  
**Digital Media Platforms Influence The Development Of Critical Thinking Skills Among**  
**Grade 10 Students In Araling Panlipunan**

Item	Weighted Mean	Verbal Interpretation	Rank
<b>C. Problem-Solving</b>			
I use digital media to solve lesson-related problems.	3.71	Strongly Agree	3
I apply online information to real-life situations in Araling Panlipunan.	3.69	Strongly Agree	4
I use online resources to complete class tasks.	3.74	Strongly Agree	2
I search for examples online to understand difficult topics.	3.82	Strongly Agree	1
I select online information that helps me solve classroom tasks.	3.60	Strongly Agree	5
<b>Composite Mean</b>	<b>3.71</b>	<b>Strongly Agree</b>	

Table 3 shows the composite mean of 3.71 (Strongly Agree) indicates that students consistently and effectively utilize digital media in accomplishing tasks related to Araling Panlipunan. The highest-rated item searching for online examples to understand difficult topics (3.82) shows that learners rely on digital platforms to bridge gaps in comprehension and access additional explanations. Students also strongly agree that they use online resources to complete class tasks (3.74) and apply digital information to address lesson-related problems (3.71). Meanwhile, the lowest, though still strongly agreed upon item selecting online information that helps solve classroom tasks (3.60) suggests that while students use digital content frequently, some may still need guidance in choosing the most relevant and reliable sources. Overall, the results indicate that learners demonstrate a high level of digital application skills and integrate online information meaningfully in both academic and real-life contexts.

**Table 4**  
**Use Of Digital Media Platforms Relate To The Students' Level Of Critical Thinking Skills**

Item	Weighted Mean	Verbal Interpretation	Rank
A. Frequency Of Use			
I use digital media platforms daily for Araling Panlipunan tasks.	3.70	Strongly Agree	2
I spend time browsing online resources for class lessons.	3.68	Strongly Agree	3
I watch educational videos about lessons regularly.	3.62	Strongly Agree	4
I check online posts or news about our topics frequently.	3.54	Strongly Agree	5
I study using social media or websites almost every week.	3.77	Strongly Agree	1
Composite Mean	3.66	Strongly Agree	

Table 4 shows the composite mean of 3.66, interpreted as Strongly Agree, indicates that students consistently use digital media platforms to support their learning in Araling Panlipunan. They actively browse online resources, study through websites and social media, and regularly watch educational videos to deepen their understanding of class lessons. The highest-rated indicator studying using social media or websites almost every week (3.77) shows that digital platforms have become a primary and frequent learning tool. Although still strongly agreed upon, the relatively lower mean for checking online posts or news about lesson topics (3.54) suggests that students engage more in structured learning resources than in real-time online news. Overall, the findings reveal that students demonstrate strong digital engagement and use online media as an integral part of their study habits.

**Table 5**  
**Use Of Digital Media Platforms Relate To The Students' Level Of Critical Thinking Skills**

Item	Weighted Mean	Verbal Interpretation	Rank
B. Platform Type			
I use Facebook or YouTube to learn about Araling Panlipunan topics.	3.53	Strongly Agree	5
I use online learning tools like Canva for projects.	3.71	Strongly Agree	1
I visit educational websites to gain additional knowledge.	3.66	Strongly Agree	2
I join online groups or pages that discuss social issues.	3.59	Strongly Agree	4
I prefer using video platforms over reading online articles.	3.63	Strongly Agree	3
Composite Mean	3.62	Strongly Agree	

Table 5 shows the composite mean of 3.62, interpreted as Strongly Agree, indicates that learners show a high level of engagement with various digital media platforms to enhance their understanding of Araling Panlipunan. Students most strongly agree that they use online learning tools like Canva for completing projects, showing that creative and productivity platforms play an essential role in their academic tasks. They also frequently visit educational websites and prefer video platforms, such as YouTube, which suggests that visual and interactive content greatly supports their learning.

Additionally, students participate in online groups discussing social issues, reflecting their interest in social awareness and civic engagement. While the use of Facebook and YouTube remains significant, it is comparatively lower than other practices, although still falling within a high level of agreement. Overall, the data suggests that students are active digital learners who rely on diverse online tools and platforms to extend and deepen their knowledge in Araling Panlipunan.

**Table 6**  
**Use Of Digital Media Platforms Relate To The Students' Level Of**  
**Critical Thinking Skills**

Item	Weighted Mean	Verbal Interpretation	Rank
<b>C. Purpose of Use</b>			
I use digital media to understand lessons better.	3.53	Strongly Agree	4
I use online platforms to complete schoolwork or research.	3.66	Strongly Agree	2
I use digital media to explore examples of real-life social issues.	3.50	Strongly Agree	5
I use online tools to share my thoughts about class topics.	3.79	Strongly Agree	1
I use digital media to review lessons before assessments.	3.64	Strongly Agree	3
<b>Composite Mean</b>	<b>3.62</b>	<b>Strongly Agree</b>	

Table 6 shows the composite mean of 3.62, interpreted as Strongly Agree, indicates that students demonstrate a high level of engagement in using digital media for academic purposes, particularly in Araling Panlipunan. They strongly agree that digital platforms help them better understand lessons, accomplish schoolwork, and conduct research. Students also utilize digital media to explore real-life social issues, suggesting meaningful application of knowledge beyond the classroom.

Moreover, the high rating in using online tools to express their ideas about class topics reflects active participation in digital learning environments. Their strong agreement in using digital media to review lessons before assessments further highlights its role as an accessible and effective study aid. Overall, these results show that digital media is an integral part of students' learning process, supporting comprehension, collaboration, and critical thinking.

**Table 7**  
**Digital Media Platforms In Enhancing Student Engagement And Critical Thinking In**  
**Araling Panlipunan**

Item	Weighted Mean	Verbal Interpretation	Rank
<b>A. Class Participation</b>			
I participate actively in class when digital media is used.	3.55	Strongly Agree	4
I share ideas during lessons that include online materials.	3.73	Strongly Agree	1
I express my thoughts confidently in digital-based activities.	3.46	Agree	5
I engage in class activities that use online resources.	3.69	Strongly Agree	3
I contribute ideas from what I learned online during discussions.	3.72	Strongly Agree	2
<b>Composite Mean</b>	<b>3.63</b>	<b>Strongly Agree</b>	

Table 7 shows the composite mean of 3.63, interpreted as Strongly Agree, indicates that students demonstrate a high level of class participation when digital media is integrated into learning. The results show that learners actively engage in discussions, confidently express their thoughts, and contribute ideas drawn from online sources. Strong agreement in items such as sharing ideas using online materials (3.73), engaging in digital-based class tasks (3.69), and contributing insights from online learning (3.72) suggests that digital media enhances motivation, interaction, and confidence during lessons. Even though one indicator expressing thoughts confidently in digital-based activities received a slightly lower rating (3.46, Agree), overall participation remains consistently high. This implies that digital media serves as an effective tool to encourage collaborative and interactive learning experiences.

**Table 8**  
**Use Of Digital Media Platforms Relate To The Students' Level Of**  
**Critical Thinking Skills**

Item	Weighted Mean	Verbal Interpretation	Rank
B. Learning Motivation			
I become interested in lessons that use digital media.	3.63	Strongly Agree	4
I look forward to activities that include online materials or videos.	3.76	Strongly Agree	3
I enjoy discovering new information online about lessons.	3.80	Strongly Agree	1
I study harder when lessons include digital tools.	3.74	Strongly Agree	2
I feel motivated to learn more because of online resources.	3.64	Strongly Agree	5
Composite Mean	3.71	Strongly Agree	

Table 8 shows that students have high learning motivation when digital media is integrated into lessons, as indicated by the composite mean of 3.71 (Strongly Agree). Students become more interested in their lessons (3.63), look forward to activities that use online materials (3.76), and enjoy discovering new information through digital platforms (3.80). They also report studying harder when digital tools are used (3.74) and feeling more motivated to learn because of the availability of online resources (3.64). These findings suggest that digital media not only captures students' attention but also enhances their drive to engage with academic content.

**Table 9**  
**Use Of Digital Media Platforms Relate To The Students' Level Of**  
**Critical Thinking Skills**

Item	Weighted Mean	Verbal Interpretation	Rank
C. Task Performance			
I complete assignments effectively using digital media.	3.73	Strongly Agree	3
I achieve better results when using online resources for tasks.	3.69	Strongly Agree	4
I understand lessons more easily with the help of digital platforms.	3.84	Strongly Agree	1
I produce creative outputs using digital tools.	3.78	Strongly Agree	2
I explain answers more clearly in tasks after using online resources.	3.64	Strongly Agree	5
Composite Mean	3.74	Strongly Agree	

Table 9 shows the composite mean of 3.74 (Strongly Agree) indicates that learners consistently experience improved task performance when digital media and online resources are integrated into their academic activities. Students affirm that digital platforms help them complete assignments effectively, understand lessons more easily, and produce more creative and higher-quality outputs. The strong agreement across items suggests that digital tools not only enhance comprehension but also support clearer explanations and better results in school tasks. This highlights the significant role of technology in strengthening learners' productivity, creativity, and academic success.

The findings indicate that students face several challenges when using digital media for schoolwork, with an overall composite mean of 3.68, which falls under the "Strongly Agree" category. The three highest-rated challenges include experiencing slow or unstable internet connections (3.88), difficulty verifying online information (3.83), and limited access to gadgets for online learning (3.76). These results suggest that technical barriers and accessibility issues significantly affect students' ability to engage effectively with digital media. Conversely, the three lowest-rated challenges were feeling overwhelmed by too much online information (3.46), losing focus when using digital media for schoolwork (3.51), and rarely receiving help when encountering problems with digital tools (3.55), indicating that while students generally manage cognitive load and attention, support and guidance remain areas for improvement.



## Discussion

The findings revealed that digital media platforms significantly enhance students' critical thinking skills. Students demonstrated strong abilities in information analysis, reasoning, and problem-solving. Digital media also increased participation, motivation, and task performance. However, challenges such as poor internet connection, limited gadget access, and difficulty verifying online information were identified. Overall, digital media is an effective instructional tool for improving critical thinking skills in Araling Panlipunan.

## Conclusion

The findings of the study revealed that digital media platforms significantly enhanced the critical thinking skills of Grade 10 students in Araling Panlipunan. Students demonstrated strong abilities in information analysis, reasoning, and problem-solving, indicating that digital tools supported deeper understanding and application of lesson concepts. Moreover, digital media increased student engagement, motivation, and participation, making classroom instruction more interactive and meaningful. However, challenges such as unstable internet connection, limited access to gadgets, difficulty verifying online information, and online distractions were also identified.

Based on these findings, it is recommended that schools strengthen digital infrastructure and provide adequate access to devices and internet connectivity. Teachers may integrate structured digital literacy activities to help students evaluate online information effectively. Future research may include a larger sample size, different grade levels, or other subject areas to further validate the effectiveness of digital media in enhancing critical thinking skills. Additionally, experimental studies may be conducted to compare digital media with other instructional strategies to determine the most effective approach in improving students' learning outcomes.

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