

## AVOIDING STUDENTS' BOREDOM: MAKING ARALING PANLIPUNAN AN INTERESTING SUBJECT FOR LEARNERS

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There are a lot of significant academic subjects that get most students' interest. One example is Science which always satisfies their thirst for knowledge by providing objective answers to their curious questions. Another is Mathematics which challenges their ability to deal with numbers until they can perform acceptable computations to arrive at accurate answers. But things are different when it comes to the Araling Panlipunan subject. One of the problems that teachers commonly observe in teaching the subject is the interest of the students and their participation in the given tasks. Most students find the subject boring because of its nature which involves past events and even hard-to-remember dates. Hence, with this kind of mentality, the students will lose interest even if the subject has many things to offer aside from requiring them to remember everything.

Educators play an essential role in the subject being liked by the learners. They are considered the most influential persons in contributing to the positive attitude of the learners towards the subject as they are also required to develop an appreciation and critical thinking among the students while injecting content knowledge into them at the same time. It is in their way of conveying the importance of Araling Panlipunan that the students may develop positivity toward the subject. Meaningful learning experiences are also what the Araling Panlipunan teachers have to deal with. This is a challenge to them for the students will always look forward to the connection of the subject in their lives.

Many students have negative feedback concerning their experience in studying Social Science. They don't even consider it a valuable part of the curriculum (Schug, Todd, &

Beery, 1982). To be able to solve this problem, effective teaching is necessary. But it requires getting the attention of the learners which takes time and practice to learn. With many distractions nowadays, a single interference might entirely remove them from the whole hour of class interaction. Whether for new teachers or for those who have been teaching for decades, related techniques are needed to be utilized.

The solution to such kind of problem lies within strategic approaches and techniques. One option is to always find a way to keep the students involved in the discussion by providing situations related to the topic and allowing them to imagine stepping into the shoes of the historical figures being tackled. This way, they can think deeper and analyze. This would allow them to come up with ideas that might be very impressive. Aside from this technique, teachers might also provide activities that will give roles to the students such as summarizing the topic in groups. Each group will then be required to make a summary and the students, one by one, will have the chance to share something about what they have learned from the lesson.

Maintaining the active participation of the learners is also possible with the use of technology. The use of videos and recordings fuels their interest. Students have generally good affective and cognitive attitudes toward the use of video to promote learning. It has also been found that the use of YouTube videos and materials bears better results in terms of student's academic performance (Wawuda, 2019). Footages serve as appetizers for them since these might open up the questions "Why did it happen?" and "How did it happen?" These kinds of materials are deemed more effective compared to the traditional approach of teaching history subjects. Students can concentrate on watching while they unconsciously gain information that would eventually lead them to understand the events more. This technique was proven to be very effective especially during the Pandemic when the students were temporarily deprived of their liberty to go outside for their safety. Moreover, this kind of technique is appropriate for 21st-century learners as they rely much on the use of technology.

Strategies are very important for the teacher to be able to effectively educate students. As for the Araling Panlipunan teachers, it is a must to try a variety of ways to convince students that learning history is not as boring as it seems. The crucial part of getting them hooked up with the subject would be a lot easier if the teachers are open to the fact that the demands of the learners today are not similar to what the students of the past wanted. The proposed solutions above are not the only ways to win the students' interest. At the end of the day, the teacher himself would still be the greatest instrument in their learning.

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