

The Role of Inquiry-Based Learning in Developing Digital Literacy in Social Studies Subjects of HUMSS students in Tanauan Institute Inc.

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THE PROBLEM AND ITS BACKGROUND

This chapter includes the introduction, theoretical framework, paradigm of the study, statement of the problem, hypothesis, scope and limitation, significance of the study, and the definition of terms used.

In the modern educational landscape, the integration of digital literacy has become increasingly vital across various subjects, especially in social studies. Digital literacy is not merely the ability to use technological tools but encompasses critical thinking, evaluating online information, and utilizing digital platforms for effective communication and research. As students navigate the complexities of a digitally-driven society, it is essential to equip them with these skills. One pedagogical approach that has shown promise in fostering digital literacy is inquiry-based learning (IBL). IBL encourages students to explore questions, engage in critical thinking, and independently seek out information, making it an ideal framework for teaching digital literacy within social studies.

Inquiry-Based Learning (IBL) in education emphasizes student-centered learning, where learners actively participate in constructing their knowledge by posing questions, investigating problems, and drawing conclusions. Studies suggest that IBL is effective in promoting deeper understanding and retention of knowledge. According to Harada and Yoshina (2019), IBL creates an environment where students are more likely to engage in meaningful learning, especially in content-rich subjects like social studies, where critical analysis of sources and viewpoints is crucial. This pedagogical model also aligns with the skills required for digital literacy, such as information evaluation, online research, and ethical use of digital resources.

Digital literacy has emerged as a key competency for 21st-century learners, particularly in social studies, where understanding and critically engaging with digital sources is essential. Research by Lee, Leung, and Yue (2020) highlights the importance of developing digital literacy to navigate the vast amount of information available online, much of which may be biased or inaccurate. Integrating IBL into social studies classrooms allows students to practice digital literacy in a controlled, supportive environment. As students explore historical events, social issues, and political debates, they can learn to critically analyze online information, use digital tools for research, and participate in collaborative digital discussions, all while honing their inquiry skills.

The purpose of this study is to present a significant opportunity for educational advancement. By incorporating inquiry-based approaches, educators can not only enhance students' understanding of historical and contemporary issues but also equip them with the necessary digital skills to engage responsibly and effectively in the digital world. This integration of IBL in the social studies curriculum has the potential to foster a generation of informed, critical thinkers capable of navigating and contributing to the increasingly complex digital landscape.

Theoretical Framework

This framework presents the key concepts of this research, proposes relationship between variables, and discussed relevant theories based on literature review and also the dynamics among concrete constructions that is completely and empirically tested.

Inquiry-based learning (IBL) is deeply rooted in the constructivist theories of education, which posit that knowledge is actively constructed by learners rather than passively received from external sources (Ajda, 2022). This approach is influenced by the works of prominent educational theorists such as John Dewey, Jean Piaget, and Lev Vygotsky, who emphasized the importance of active learning, social interaction, and the development of critical thinking skills. The concept of IBL can be traced back to the early 20th century when John Dewey introduced his ideas on experiential learning and the significance of education in fostering democratic citizenship. Dewey argued that education should not merely involve the transmission of factual knowledge but should engage students in meaningful activities that promote critical thinking and problem-solving skills. He believed that learners should be active participants in their own education, exploring real-world problems and seeking solutions through inquiry and investigation.

Jean Piaget further developed the constructivist theory by focusing on cognitive development and the stages through which children acquire knowledge. Piaget's work highlighted the importance of hands-on, experiential learning activities that allow students to explore concepts at their own pace and build understanding through discovery. Lev Vygotsky contributed to the development of IBL with his emphasis on the social context of learning. Vygotsky introduced the concept of the Zone of Proximal Development (ZPD), which describes the gap between what a learner can do independently and what they can achieve with guidance and support from a more knowledgeable other. This idea underscores the significance of collaborative learning and scaffolding in the inquiry process.

Today, IBL is implemented in various educational settings, from primary schools to higher education institutions. It is used across a wide range of disciplines, including science, mathematics, social studies, and the humanities. The integration of technology has also expanded the possibilities for inquiry-based learning, providing students with access to vast resources and enabling new forms of collaboration and exploration. In summary, the theoretical foundations of IBL are grounded in constructivist theories of education, emphasizing active learning, social interaction, and critical thinking. The historical development of IBL reflects the contributions of educational theorists such as John Dewey, Jean Piaget, and Lev Vygotsky, whose ideas continue to influence contemporary educational practices. The key principles of IBL underscore the importance of student-centered learning, active engagement, questioning and exploration, collaboration, scaffolding, and reflective thinking, all of which contribute to the development of deeper and more meaningful learning experiences.

The University Library at the University of Illinois at Urbana-Champaign studied by Osterman (2020), states that "The Digital literacy is the ability to use digital technology, communication tools or networks to locate, evaluate, use and create information; the ability to understand and use information in multiple formats from a wide range of sources when it is presented via computers; and a person's ability to perform tasks effectively in a digital environment. Literacy includes the ability to read and interpret media, to reproduce data and images through digital manipulation, and to evaluate and apply new knowledge gained from digital environments."

Information literacy enhances the pursuit of knowledge by preparing students to think critically and use information for their academic, professional and personal lives. According to Osterman (2020) with connection to the statement of the New York Information Literacy Mission "The information literate individual can recognize the need for information, can locate it using a variety of media and technologies, and can evaluate information in order to use it effectively. Information literate students have the flexibility to take these skills from their formal education and use them throughout life as citizens and professionals and as a means toward continued learning."

Ng (2015) highlighted how digital literacy and engagement explained through Engagement Theory of Kearsley & Shneiderman, which emphasizes the importance of creating meaningful tasks that involve active participation, collaboration, and a sense of control. Digital literacy enhances engagement by empowering individuals to navigate and participate in digital environments confidently. This includes engaging with digital tools, collaborating on online platforms, and critically analyzing content, leading to more informed and participatory engagement in both educational and social contexts.

Paradigm of the Study

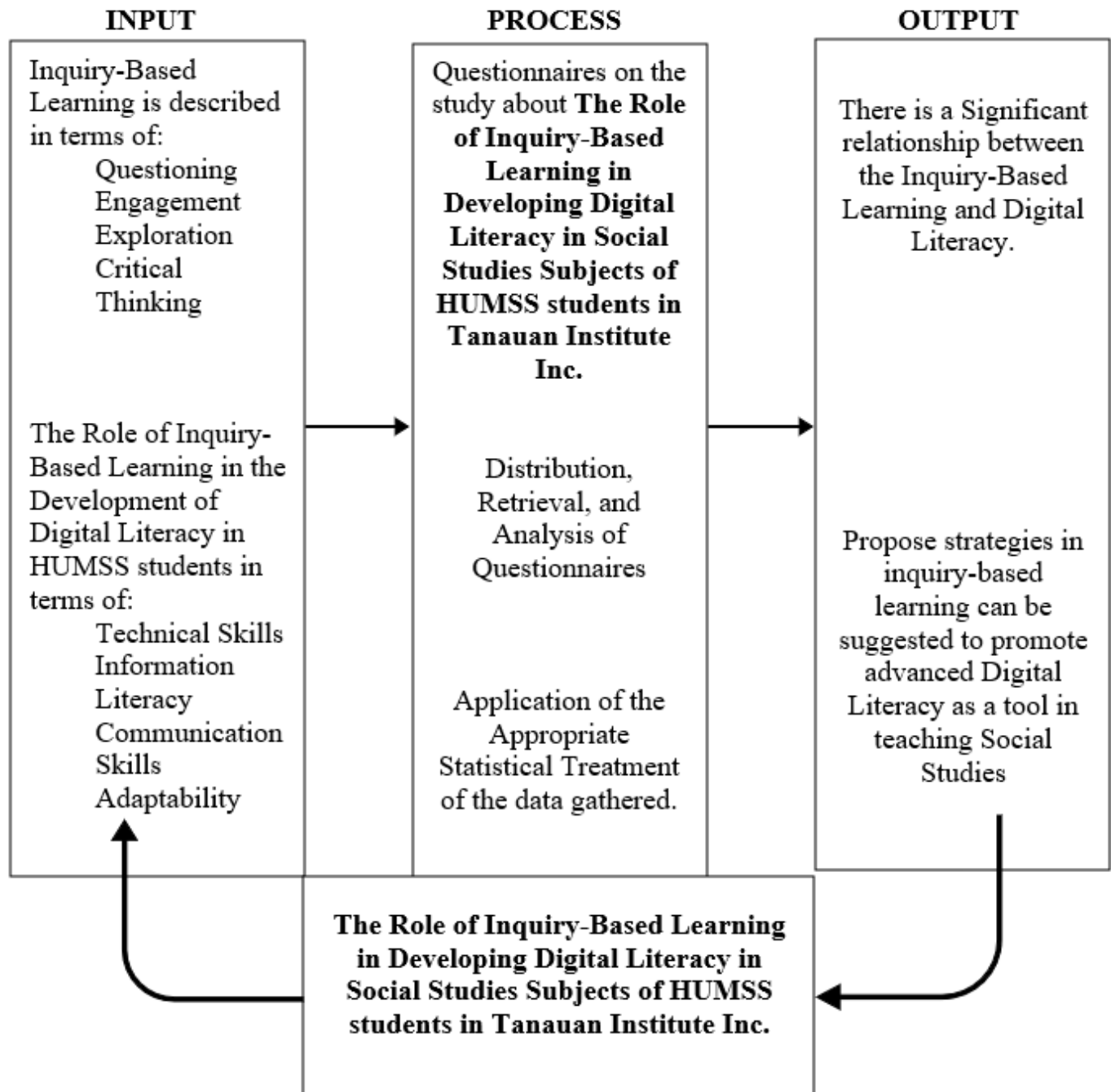


Figure 1. Research Paradigm

The researchers adopted the Input-Process-Output Model (IPO Model). It indicates all the materials and information that is required in the process, the specific process itself, and the guide on determining role of inquiry-based learning in developing digital literacy in social studies subjects of HUMSS students in Tanauan Institute Inc. The concept model as presented above in Figure 1, shows the process of determining the role of inquiry-based learning in developing digital literacy in social studies subjects of HUMSS students in Tanauan Institute Inc.

The first box (Input) consists of the aspects of the respondents' profile as well as aspects related to the researcher's dependent and independent variables. Details of which are specified in the researchers' statement of the problem.

The second box (Process) consists of the survey questionnaires to be provided by the researchers to their respondents on the research. All of which are part of the data collection method to be executed by the researchers.

In developing the questionnaire, the researchers opted to divide it into three parts to determine the role of inquiry-based learning in developing digital literacy in social studies subjects of HUMSS students in Tanauan Institute Inc.

The third box (Output) presents the significant relationship between the role of inquiry-based learning and the level of digital literacy in social studies subjects of HUMSS students in Tanauan Institute Inc. The cycling arrows that connect the boxes (input-process-output) shows the process in the role of inquiry-based learning in developing digital literacy in social studies subjects of HUMSS students in Tanauan Institute Inc.

Statement of the Problem

The focus of this study is to identify the role of Inquiry-Based Learning in developing the Digital Literacy in Social Studies Subjects of HUMSS students;

It aims to answer the following questions:

1. How Inquiry-Based Learning be described in terms of:
 - 1.1 Questioning;
 - 1.2 Engagement;
 - 1.3 Exploration; and
 - 1.4 Critical Thinking?
2. What is the role of Inquiry-Based Learning in developing the Digital Literacy of HUMSS students in terms of:
 - 2.1 Technical Skills;
 - 2.2 Information literacy;
 - 2.3 Communication Skills; and
 - 2.4 Adaptability?
3. Is there a significant relationship between the Inquiry-Based Learning and Digital Literacy?
4. What strategies in inquiry-based learning can be suggested to promote advanced Digital Literacy as a tool in teaching Social Studies?

Hypothesis

There is no significant relationship between the Inquiry-Based Learning and Digital Literacy.

Scope and Limitation

This study is mainly focused on the role of inquiry-based learning (IBL) in enhancing digital literacy among students in the Humanities and Social Sciences (HUMSS) strand at Tanauan Institute Inc. The scope of the research encompasses the integration of IBL strategies in the Social Studies curriculum and its impact on students' ability to navigate digital tools, critically evaluate online information, and engage in collaborative learning experiences.

The researcher limits the study for HUMMS Senior High School students grade 11 and 12.

Significance of the Study

This research significance is to provide knowledge and wisdom for the following beneficiaries. The study focuses on the Role of Inquiry-Based Learning in Developing Digital Literacy in Social Studies Subjects of HUMSS students in Tanauan Institute Inc. Moreover, the results of the study is be beneficial to the following:

Students. HUMSS students directly benefited from the study as it aimed to improve their digital literacy skills. These skills are crucial for academic success and future employment, as they were better equipped to navigate and utilize digital resources effectively.

Teachers. Teachers benefited from the findings by understanding how to effectively implement IBL strategies in classrooms. This knowledge can enhance their teaching methods, leading to improved student outcomes in academic performance.

Parents and Guardians. The study's findings informed parents about the importance of digital literacy and inquiry-based learning in their children's education, encouraging them to support educational initiatives that focus on these areas.

Educational Institutions. The study provided insights for Tanauan Institute Inc. and other educational institutions on the effectiveness of IBL in teaching social studies. It served as a guide for recalibrating curricula that enhance digital literacy and engagement among students.

Future Researchers. The study served as a foundational resource for future research on inquiry-based learning and digital literacy. It inspired further investigations into effective teaching methods in various subjects and educational contexts.

Definition of Terms

The following terms are defined operationally to facilitate easy understanding of the study:

Adaptability. Adaptability is the capacity to adjust to new tools, technologies, or environments. IBL fosters adaptability by encouraging students to explore and learn new digital tools independently, helping them stay flexible and open to changes in the digital landscape.

Communication Skills. Communication skills involve the ability to convey ideas clearly and effectively through digital means. In IBL, students improve these skills by using digital tools to collaborate, share findings, and present their research in a variety of formats, such as reports, presentations, or online discussions.

Critical Thinking. Critical thinking is characterized by the capacity to analyze, evaluate, and synthesize information in order to form reasoned conclusions. It encourages students to move beyond superficial understanding, critically assess ideas, and make informed decisions based on careful reflection and analysis of evidence.

Digital landscape. This refers to the overall environment of technology and the internet, including the tools, platforms, and trends that shape how we communicate, learn, and live in the modern world. It encompasses everything from social media and websites to apps, digital devices, and online services.

Digital Literacy. It is the ability to use digital tools and technology effectively and safely. It means knowing how to find, understand, evaluate, create, and share information using computers, smartphones, and the internet.

Engagement. Engagement refers to the degree of active participation, interest, and motivation exhibited by students throughout the inquiry process. It reflects their commitment to exploring and comprehending the subject matter, thereby fostering a more dynamic and enriching learning experience.

Exploration. Exploration encompasses the investigative process wherein students independently seek out resources, conduct research, and engage in experimentation to address their questions. This element of IBL promotes problem-solving, self-directed learning, and the discovery of new knowledge through active inquiry.

Information Literacy. Information literacy is the ability to locate, evaluate, and use information responsibly. IBL helps students develop this skill by teaching them to critically assess the accuracy, credibility, and relevance of online sources, enabling them to make informed decisions in a digital environment.

Inquiry-Based Learning. This is an educational approach that centers on students actively exploring questions, problems, or scenarios, rather than passively receiving information from a teacher.

Student-centered learning. It is a teaching approach where students take an active role in their own learning. Instead of the teacher giving all the information, students are encouraged to explore, ask questions, and discover things on their own.

Technical Skills. Technical skills refer to the ability to effectively use digital tools and technologies. In IBL, students enhance these skills by working with various

digital platforms, software, and online resources to gather, analyze, and present information, building proficiency in navigating the digital world.

Questioning. Questioning is when students ask thoughtful questions that spark their curiosity and guide their own learning. It helps them think critically and explore topics more deeply.

REVIEW OF RELATED LITERATURE AND RELATED STUDY

This chapter provides an overview of previous research on knowledge sharing and networks. It introduces the framework of the study that comprises the main focus of the research described in this thesis.

Questioning

Guido (2017) examines inquiry from both a student and a teacher's point of view. He explains that from a student's perspective, IBL focuses on investigating an open question or problem, while from a teacher's perspective, inquiry-based teaching focuses on moving students beyond basic curiosity into the realms of critical thinking and understanding.

Moreover, Chin and Osborne (2015) examined the role of effective questioning in facilitating inquiry-based learning. They found that questions posed by both teachers and students can significantly deepen engagement and understanding in social studies. This approach encourages students to explore complex social concepts through open-ended questions that drive inquiry, promoting higher-order thinking skills. As Saye and Brush (2016), explored questioning techniques in social studies classrooms that employ inquiry-based learning. They discovered that strategic questioning—asking students to think critically about societal issues and historical events—enhances students' engagement with the subject matter. Their study highlighted how well-constructed questions can guide students in constructing their knowledge.

In addition, according to Koh and Chai (2016), they emphasized the importance of questioning in inquiry-based social studies classrooms, arguing that effective questioning can foster critical thinking. Their findings suggest that questions that challenge students' preconceptions about social issues lead to a deeper, more nuanced understanding, which is vital in social studies education. Also, According to a study by Hess and McAvoy (2017), allowing students to generate their questions in social studies promotes autonomy and engagement. The research showed that when students take charge of the inquiry process by framing their questions about social and historical topics, they develop a stronger connection to the subject matter and build essential skills in independent research and analysis.

The inquiry frame presented by Pedaste et al. (2015) consists of orientation, conceptualization, investigation, conclusion, and discussion. Although different inquiry processes are identified by the researchers, it is vital to keep in mind that the process starts by asking a question and ends with an evaluation and conclusion. The study by Westbrook, S., & Sievert, A. (2021). focuses on how inquiry-based teaching supports student-led questioning in social studies classrooms. It provides strategies for teachers to foster a classroom environment where students ask thoughtful, open-ended questions that guide their investigations into topics like democracy, justice, and

historical events. The key to successful IBL in social studies lies in structuring lessons around big questions that invite curiosity and critical thinking.

Not only that, The study by Kao, P., & Chang, H. (2019) explores the role of inquiry-based learning (IBL) in social studies, specifically how inquiry questions can challenge students to think critically about societal structures and historical events. This research emphasizes the importance of inquiry as a tool for fostering critical thinking skills in students by encouraging them to engage with complex societal issues through structured exploration. This type of inquiry aligns with the broader goals of social studies education, which include developing students' abilities to analyze historical and current societal phenomena critically.

The research by Levitt (2020) investigates the role of inquiry-based learning (IBL) frameworks in social studies classrooms, particularly focusing on how students develop relevant and compelling questions. These questions, according to the study, enhance student engagement by encouraging deeper critical thinking. Levitt emphasizes that IBL promotes a shift from surface-level facts to exploring broader social issues, fostering more meaningful classroom discussions and connections to real-world contexts. Also a study by Smith, L. & Morrison, T. (2018) looks at how inquiry-based learning using well-designed questions can improve students' analytical skills in social studies. It emphasizes that questions should push students to explore diverse perspectives and address social justice themes, encouraging deeper connections to real-world issues.

Canuto (2022) discussed the application of John Dewey's democratic education principles to social studies, emphasizing the role of inquiry and collaborative learning in fostering critical thinking and civic engagement. Although published later, it provides insight into how educational approaches evolved from progressive philosophies to practice within Philippine classrooms. IBL in the humanities is discipline-specific, encompassing the above-mentioned features to introduce students to important questions, provide the relevant content necessary to examine that question, pursue, generate, and then communicate knowledge in the ways specific to the humanities. As such, students can be prepared to read and evaluate sources in relationship to their contexts and use them as evidence to construct well-reasoned arguments and reflection. Research conducted by Gutierrez highlights the role of inquiry in encouraging active student participation and effective learning in Philippine classrooms. It underscored the significance of developing questioning techniques that align with inquiry-based learning to enhance problem-solving and critical thinking (Gutierrez, 2020).

The study by Canuto (2022) analyzed the questioning strategies employed by Grade 8 English teachers in Gubat District, Sorsogon. The research emphasized different levels and types of questions used in literature classes, such as probing and student-generated questions, and their effectiveness in encouraging responses and engagement. Four types of questions are typically employed in inquiry-based teaching. Learners are provided with a question and a method in confirmation inquiry if the outcome is already known. The objective is to verify the outcomes. Learners can strengthen existing concepts and enhance their inquisitive skills through this process (Jamias et al., 2021).

Critical Thinking

Hwang and Chang (2016) argue that when students learn by means of discovery and investigation in authentic settings, they improve their critical thinking skills. Goldston et al. (2015) argue that IBL considers the knowledge aspect of learning, yet places great emphasis on critical thinking, problem solving, and communication abilities.

In addition, Harlen (2017) mentions that developing understanding through students' own thinking and reasoning has many benefits for students including: enjoyment and satisfaction in finding out for themselves something that they want to know, seeing for themselves what works rather than just being told, satisfying and at the same time stimulating curiosity about the world around them, and developing progressively more powerful ideas about the world around them. This type of learning allows students to better understand and recall material by actively engaging with it and making their own connections. New knowledge becomes stored in long-term memory not just quickly regurgitated facts that are lost as soon as the exam is complete. Inquiry provides a deeper understanding of content knowledge while improving critical thinking, executive functioning and collaboration skills. For special education students specifically, inquiry has been proven beneficial as it supports alternative learning styles while reducing the emphasis on memorizing facts.

As per the systematic review conducted by Öztürk et al. (2022), He revealed that inquiry-based learning (IBL) moderately enhances students' higher-order thinking skills. This analysis synthesized numerous empirical studies that examined the effect of IBL across different educational settings, reinforcing its role in promoting critical thinking, especially when combined with structured guidance. In the open-ended inquiry-based method, students first define the problem, then construct a hypothesis, determine variables, develop different methods for solving the problem, choose problem-solving processes, and make discoveries based on the results they obtain (Çepni & Ayvaci, 2016). These three approaches to inquiry-based learning enable students to share their views during the questioning process, support or challenge one another's ideas, and freely express themselves (Duban, 2017).

In Qablan et. Al. (2024), IBL learning approach cultivates critical thinking skills as students engage in investigations. They are encouraged to present and critique their findings among peers, thereby honing their problem-solving and critical-thinking abilities. As Rahmi et al. (2019) points out, Students often achieve higher scores on assessments measuring both content knowledge and application of concepts. IBL enhances critical thinking skills by encouraging students to ask questions, investigate problems, and analyse information independently.

Additionally, According to Pak et al. (2020), A school district implemented a longitudinal study to assess the impact of IBL across grade levels and subject areas. Data analysis revealed significant improvements in student achievement, critical thinking skills, and collaborative behaviours. Educators used these insights to inform curriculum development, professional learning communities, and student-centered initiatives, fostering a culture of continuous improvement and innovation in education. The use of Inquiry Based Learning in Social Studies can open up a new chapter in History/Social Studies learning, replacing the rote memorization of people, places, events and dates. When using an Inquiry Based approach in History Social Studies, students "systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and 22 checking their credibility, validating and weighing evidence for claims, and searching for causality" (Shih et al., 2019).

Moreover, IBL can also help “provoke the discovery of need for knowing”, meaning, students feel their learning actually means something, which is what History/Social studies has struggled with in the past. Inquiry also has the power to offer students the chance to discuss and debate the different interpretations of events of the past and present (Voet and Weaver, 2016). Also, Lucman (2020) highlight the integration of questioning and reflection in social studies through democratic education. This philosophy emphasizes collaborative and inquiry-based learning, teaching students to think critically and engage with societal issues. Malicdem and Perez (2018) explored the use of IBL to enhance critical thinking skills in students, showing that IBL activities significantly improve critical thinking abilities, particularly in analysis, evaluation, and self-regulation in diverse academic settings. Bonsangue et al. (2019) conducted a study focusing on the role of inquiry-based models. Their research underscored the importance of inquiry-based learning environments in fostering analytical and critical thinking skills among students.

IBL can positively influence students' critical thinking skills, leading to significant enhancements in analysis, inference, and self-regulation. The results align with the current research on inquiry-based learning (IBL) and its capacity to encourage active participation, problem-solving, and advanced cognitive skills. The IBL probably offered students the essential assistance and chances to enhance their critical thinking skills, allowing them to excel in analysis, inference, and self-regulation. Consistent use of Inquiry-Based Learning (IBL) and specific methods to improve assessment and application abilities can result in improved critical thinking results in students. Inquiry-Based Learning (IBL) can improve critical thinking abilities (Niu, Guo, & Li, 2020; Lin & Lien, 2021). Lin and Lien (2021) suggest that Inquiry-Based Learning (IBL) enhances students' critical thinking skills through activities that involve obtaining and analyzing information, assessing evidence, generating inferences, and reflecting on their thinking processes.

Engagement

Inquiry-Based Learning (IBL) is an approach that emphasizes the student's participation in the learning process. Instead of the teacher telling students what they need to know, students are encouraged to explore the materials, ask questions and share ideas. IBL emphasizes small-group discussion and guided learning as opposed to

memorizing of facts and materials. In other words, students learn by doing, building knowledge through exploration, experience, collaboration and discussion.

Additionally, The inquiry-based learning method improves students' cognitive skills by promoting academic success, scientific process skills, and thinking skills. An increase in academic success directly and positively impacts self-esteem and motivation in class. A second reason why inquiry-based learning methods should be used is that students are encouraged to actively engage throughout the learning process; this means that they will develop a sense of respect for one another, start to value one another, and will increase their communication skills. It not only increases students' self-esteem, but also makes them more positive about their classes. Inquiry-based learning plays a crucial role in ensuring students develop cognitive, affective, and permanent skills. According to Qablan et. Al. (2024), Inquiry-based learning actively engages students, stimulating their interest and thinking. This heightened engagement often leads to enhanced knowledge acquisition, skill development, and attitudinal growth.

Moreover, Buchanan et al. (2016), explored the impact of an inquiry-based approach in social studies classrooms. They found that the adoption of IBL helped enhance student engagement, as it allowed students to actively participate in their learning and explore historical and civic concepts. By integrating inquiry-based methods, students not only developed a deeper understanding of social studies content but also learned to apply it to real-world issues. When using IBL, students begin to better understand the world around them and because of this, students are more motivated to learn Hagglund (2022). It also lends to student curiosity and interest, as it asks for students to ask questions and investigate. Researchers have found that the anticipation and expectation of finding an answer, motivates students to search for it. When students are curious and interested in their learning, they become more engaged.

Cents-Boonstra et al. (2020), Highlights that one of the notable benefits of IBL is its ability to increase student engagement in learning. By actively involving students in the inquiry process, IBL promotes intrinsic motivation and a sense of ownership over learning outcomes. Research has shown that students are more likely to be enthusiastic and committed to their studies when they can explore topics that interest them and contribute to their learning goals. As for Qablan et. Al. (2024), Inquiry learning connects learners to real-world situations. As students explore issues relevant to their environment, they perceive the applicability of classroom learning to real-world scenarios. This fosters a more profound understanding of the concepts they explore. Archer-Kuhn & MacKinnon (2020), According to the study of Anstey et al. As students are encouraged to engage with various resources, support and collaborate with their peers, and work through the struggles of conducting research to answer their inquiry question, this approach requires instructors to become facilitators who support and guide students on their learning journey, which allows students to become more responsible for and take ownership of their own learning.

The study by Gu et al. (2015) explored the positive outcomes of inquiry-based learning (IBL), particularly its effects on student engagement. It was found that students who engaged in IBL practices showed higher levels of self-efficacy, better conflict resolution, increased resilience, and a willingness to persist through challenges. This research supports the notion that IBL not only enhances academic skills but also helps in developing essential life skills like problem-solving and self-confidence. The study by Aghazadeh, S. (2020) Alberta Education defined IBL as a “process where students are involved in their learning, formulate questions, investigate widely and then build new understandings, meanings, and knowledge. That knowledge is new to the students and may be used to answer a question, to develop a solution or to support a position or point of view. According to a report on IBL in the arts and humanities disciplines from the University of Sheffield, on top of students broadened disciplinary knowledge, collaboration was the most-referred transferable skill as students were working together to negotiate their working process, structure tasks, manage their time and present their projects.

Moreover, In the study of Antonio et al. (2024), According to the National Research Council, IBL empowers students to meticulously observe the natural world, question their observations, and seek evidence to address these inquiries. Throughout this iterative process, students are expected to employ and refine their inquiry skills, which encompass activities such as making observations, posing inquiries, formulating hypotheses, designing research methodologies, deriving evidence-backed conclusions, and effectively communicating findings. IBL in

the humanities refers to the inquiry process conducted for subjects such as History, Social Studies, Economics and Geography. It mostly revolves around contextual and societal issues with the emphasis on "a learner's understanding and reflection on humans and their interactions with the societal world from multiple perspectives, values and interests" (Jong, 2017).

Additionally, Emphasizing and embracing these differences and different solutions to problems is fundamental to IBL in the humanities so that it can "support students to develop the capacity to know, analyse, explain, and argue about interdisciplinary challenges in our social world to communicate and act upon what they learn" (National Council for the Social Studies (2019). Thus, it should help students see and address the complexity of social problems for which there is sometimes a need for integrative and interdisciplinary learning. Inquiry-based teaching holds the promise of nurturing these skills by engaging students in hands-on, interactive learning experiences (Discipulo & Bautista, 2022; Ligado et al., 2022). Also, IBL is ineffective without students having a proportional desire to be engaged and participate in learning. Student engagement is a key factor here. Student engagement is essential for academic progress and achievement, as it significantly influences the learning process (Green et al., 2018; Strimel et al., 2020). Active student engagement fosters ownership of learning and enhances motivation for success. Engaged students are more prone to comprehending and retaining material, enhancing critical thinking abilities, and utilizing knowledge in practical scenarios (Rarugal et al., 2018). Students who are engaged are more likely to cultivate a favorable attitude towards learning, resulting in enhanced academic performance, increased graduation rates, and better post-secondary results. Student engagement is essential for ensuring that learning is impactful, significant, and pleasurable. By fostering participation in the classroom, teachers are enhancing academic achievement and cultivating lifelong learners.

Utilizing IBL can enhance student engagement through promoting a learner-centered approach. IBL promotes student participation, interest, and motivation by engaging them in the learning process (Dimaunahan & Panoy, 2021). It offers chances for practical tasks, teamwork, and the investigation of real-life issues, which can greatly improve student involvement. Studies indicate that learner engagement correlates with heightened motivation, active participation, and a more profound comprehension of the subject matter (Fredricks, Blumenfeld, & Paris, 2018; Kahu, 2021). IBL strategies engage students in the learning process, encourage critical thinking, and foster a stronger relationship with the topic. Inquiry-Based Learning (IBL) enhances student engagement. The participants indicated heightened behavioral involvement, such as attentiveness, motivation, curiosity, and interest in learning. Cognitive engagement was also enhanced, leading to improvements in effort, tenacity, problem-solving skills, and deeper understanding. Students exhibited heightened emotional involvement, demonstrating higher enthusiasm for assessment, self-assessment, and commitment to their learning experiences.

Exploration

Qablan et al. (2024), Inquiry-based learning is an approach to learning that encourages students to engage in problem-solving through exploration and high-level questioning. It incorporates active participation of students by involving them in posing questions and bringing real-life experiences to them. The basis of this approach is to channelize the students' thought process through queries and help them in "how to think" instead of "what to think." According to the study of Aparicio-Ting et al. (2019), Justice et al. describe the inquiry process as beginning with the acquisition of foundational knowledge that students use to explore an inquiry question, which may be either student or instructor generated. Learners then identify resources, gather information, and assess its quality, and synthesize the evidence, sometimes interactively refining the inquiry question and consulting new sources until the inquiry question is adequately addressed.

Moreover, IBL emphasizes students' active investigation and knowledge construction in the process of inquiry while they need to consider different perspectives, evaluate and adjust their own, and construct evidence-based interpretations (Grant et al., 2017). A research study by Gu et al. (2015) has found that students involved in inquiry-based practices have reported higher levels of academic self-efficacy, resolved conflicts at a higher rate, been less afraid to take risks, and more likely to continue trying different ways to be successful when they failed. Most types of IBL promote social skills as learners practise communication, negotiation and collaboration during different phases of inquiry process, brainstorm ideas with their peers, and interact with the physical, social and technological environments (Chu et al., 2017). While Assigned authentic and meaningful tasks help evaluate student performance in real-world contexts and prepare them for a highly-skilled workforce. Historical

argumentations and narrative representations are only two examples of performance tasks, useful in historical inquiry (Carrasco & Martinez, 2016).

Inquiry-based learning is the act of gaining knowledge and skills through asking for information (Lee, 2016). It is a discovery method of learning that involves students in making observations; posing questions; examining sources; gathering, analyzing, interpreting, and synthesizing data; proposing answers, explanations and predictions; communicating findings through discussion and reflection; applying findings to the real situation, and following up new questions that may arise in the process. Inquiry-based learning emphasizes students' abilities to critically view, question, and explore various perspectives and concepts of the real world. It takes place when the teacher facilitates and scaffolds learning than gives facts and knowledge so that students engage in investigating, questioning, and explaining their world in a student-centered learning environment.

Additionally, A similar study conducted by Ash and Kluger-Bell (2017); Byker et al. (2017) discovered that learners preferred and performed much better with confirmation level of inquiry compared to guided, structured and open inquiry because teachers provide every needed conditions and allow the student the freedom to learn independently in the confirmation level. In an educational environment, inquiry-based learning enables instructors to let students thoroughly investigate problems and situations, allowing them to learn from both the outcomes and the process itself (Marañón et al., 2019; Marquez & Rosario, 2022). They are prompted to inquire, investigate their surroundings, gather evidence to back up claims and findings, and construct a persuasive argument detailing their process leading to the final outcome (Sari et al., 2019).

IBL has a beneficial effect on self-regulation, which is consistent with Zimmerman and Schunk's (2018) research highlighting that self-regulated learning can be improved by teaching methods that encourage active participation, meta-cognitive processes, and goal-setting. The IBL probably offered students the framework and assistance needed to cultivate and enhance their self-regulation abilities (Christenson et al., 2019). IBL led to substantial enhancements in learners' engagement in behavioral, cognitive, and emotional elements. The results confirm that these teaching methods are successful in encouraging students to actively participate, think critically, and become emotionally engaged. Educators can utilize these tactics to establish a more captivating and richer learning atmosphere, resulting in higher learning results and enhanced critical thinking abilities.

Technical Skills

Digital literacy and e-skills assessment in the educational context has been subject to academic reevaluation due to the objective conditions of the pandemic global lockdown measures and has been approached through a different lens: regional variation in digital literacy level development in education (Gródek-Szostak et al, 2021); technological challenges for the development of soft skills (Liesa Orús et al, 2020; Troussas et al, 2021); challenges and opportunities of e-learning in higher education (Al-Jardani, 2020; Supriyatno et al, 2020). And understanding digital literacy skills is essential in our technology-driven age. To thrive in the digital realm, mastering these competencies is crucial as learning to read and write. In essence, digital literacy encompasses a wide array of skills ranging from information evaluation to the responsible use of online platforms. Here, we delve into the core abilities that define a digitally literate individual (Projectnewyorker 2024).

Additionally, Digital Literacy is about more than just using computers. To become digitally literate, learners need to develop a range of skills. They need to be able to use technology to search for and create content, solve problems and innovate. They need to be able to connect and communicate effectively online, learn, collaborate with peers, and discover and share new information. And while doing all of this, learners need to be able to recognize risk, stay safe online, protect their physical and emotional well-being, and practice positive online behaviors. And do activities such as blog creation and digital content production, which involve searching for information, assessing sources, and using multimedia tools, help students develop technical skills and content evaluation abilities. For example, academic exercises involving the creation of multimedia projects encourage students to organize, present, and share information effectively while learning to manage privacy and digital collaboration tools. This prepares them for broader academic and professional contexts by nurturing their ability to process and share information responsibly (CELDA 2023). Also, such methods also promote an awareness of digital ethics and responsible usage, which is crucial in modern educational settings. Educators can leverage inquiry-based projects to teach students about online communication norms, the use of open-source materials,

and how to embed creative commons licenses (CELDA 2023). These practices are key in fostering comprehensive digital literacy that supports learning, critical thinking, and civic engagement.

Integration of technology into the learning process brings new opportunities nowadays. Computers indeed have some attributes that, when used correctly, can facilitate student learning (Tuazon, 2019). It offers the ability to provide instruction at any phase, in someplace, and at any pace, thus generating an extremely flexible learning environment whether through providing more interaction with the content or more interaction with other people, computers can support actual learning (Collins & BronteTinkew, 2019; Courts & Tucker, 2020). Mandated thru the department's mission, teachers are entrusted to facilitate learning and constantly nurture every learner on various applicable strategies (Tuazon, 2019). Various studies have already proved the effectiveness of integrating technological advancement in teaching and learning to an individual or student. Various technologies that have been developed and utilized concretely contribute to advancing and improving students' performances (Javier 2020).

Information literacy

UNESCO (2018), has defined digital literacy as a multifaceted competence that includes information literacy, media literacy, and ICT literacy, emphasizing the ability to not only consume but also create, evaluate, and communicate information effectively across various digital platforms. Digital literacy is considered one of the eight skills necessary for lifelong learning. Digital literacy skills are grouped into six aspects, namely information and data literacy; communication and collaboration; digital content creation; safety; problem solving; and career-related competencies (Bravo et al. 2021).

Information literacy enables students to assess the credibility and quality of information they encounter online, a crucial skill as digital platforms flood users with vast amounts of content. This is essential in promoting responsible digital citizenship, as students learn to navigate information ethically and critically. Additionally, information literacy helps students distinguish between reliable sources and misleading or biased content, a key competency in today's digital age (School of Education 2020).

Additionally, Educational frameworks emphasize that digital literacy is not just about technical know-how but also involves critical thinking and communication skills, ensuring that students can evaluate, create, and share digital content effectively. In particular, fostering digital literacy in classrooms enhances students' ability to interact with information in a meaningful way, whether it's through academic work, social media, or everyday digital engagements.

Communication Skills

Digital Literacy in its turn is defined as the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills (DQ report, 2019). The availability of digital technology, information online and various channels available has modified the ways of communication as well as requirements at both the sender's and the receiver's end. The traditional notion of literacy, meaning reading/writing literacy, has transformed into a multiple literacies approach (Golubeva, 2017, Mills, 2016). As digital technology made it possible for people to keep in contact with their families and friends as well as institutions such as the school, the mobility of people has increased, and being multilingual and plurilingual became much more present in the lives of people.

Moreover, Communication skills are increasingly recognized as a critical component of digital literacy for students, especially in our modern, technology-driven educational landscape. Effective communication in digital spaces requires not only basic technical skills but also the ability to engage in meaningful interactions through various online platforms. This includes skills like collaborating on digital projects, communicating clearly in written and spoken forms, and navigating the complexities of online social environments.

The study of Cambridge (2022), highlights that digital literacy goes beyond simply using technology it encompasses the ability to create, share, and critically evaluate content online, while maintaining safety and ethical behavior. As students develop these skills, they become better equipped to participate in both academic and professional digital spaces.

Adaptability

Hague, C. & Payton, S. (2021), The Cambridge University Press underscores digital literacy as a foundational layer for lifelong learning. It points out that adaptability enables students to handle evolving digital tools and practices effectively. Skills like using technology to create content, solve problems, and innovate are essential for students to adapt to a continuously changing digital landscape. Embracing the concept of digital literacy is critical in a evolved digital world, especially with its profound impact on lifelong learning. This type of learning is not just confined to the classroom; it extends into every facet of our lives. Digital literacy enhances the ability to learn new skills, adapt to changing environments, and access vast resources available through technology. Let's delve into the various ways digital literacy propels learners of all ages towards ongoing personal and professional development (Projectnewyorker 2024).

Moreover, various studies underscore how adaptability significantly supports the development and application of digital skills. For instance, research by Farsawang and Songkram (2023) discussed the integration of adaptability in online learning environments during the COVID-19 pandemic. They highlighted how students' adaptability facilitated their sustained engagement in digital learning platforms, emphasizing the role adaptability played in overcoming challenges posed by a sudden shift to remote education.

Lastly, A study published in Contemporary Educational Technology, highlights the critical nature of digital literacy and adaptability, especially in the context of remote learning prompted by the COVID-19 pandemic. It found that developing these skills helps students navigate new online learning systems, enhancing both academic engagement and success. This emphasizes the role adaptability plays in fostering effective participation in digital environments (Maheshwari, 2021; Chu et al., 2021).

Synthesis

Based on the data and information gathered from different literature and studies both local and foreign, the researcher found some similarities and differences from the previous researchers to the present study.

The review of related literature underscores the impact of inquiry-based learning (IBL) in developing critical thinking, engagement, exploration, and digital literacy skills in students, particularly within the context of social studies education. IBL is recognized for its student-centered approach, which prioritizes questioning, exploration, and knowledge construction. Research by Westbrook & Sievert (2021) and Pedaste et al. (2015) emphasizes that effective questioning, a core component of IBL, enables students to critically examine social issues and historical contexts. This approach in social studies promotes higher-order thinking, aligning well with the cognitive demands of the Humanities and Social Sciences (HUMSS) curriculum.

Critical thinking, as noted by Hwang & Chang (2016) and Qablan et al. (2024), is cultivated in IBL settings through discovery-oriented tasks, encouraging students to analyze, synthesize, and evaluate information. Such tasks bridge academic content with real-world issues, essential for developing digital literacy—a skill increasingly vital in the digital age. As recent studies by Gródek-Szostak et al. (2021) and Cambridge (2022) highlight, digital literacy goes beyond technical know-how; it involves responsible information management, critical evaluation of online content, and ethical digital practices. This multidimensional skill set is particularly relevant for HUMSS students, preparing them for an information-rich, digitalized world.

Research on IBL also highlights its positive impact on student engagement. Studies by Qablan et al. (2024) and Cents-Boonstra et al. (2020) demonstrate that IBL enhances student motivation and fosters a sense of ownership over the learning process, which leads to deeper engagement and active participation in social studies contexts. This engagement is crucial for both academic and social-emotional development, as students feel more connected to their learning and motivated to explore complex topics.

Despite the substantial benefits, gaps remain in understanding how IBL influences digital literacy development in HUMSS classrooms.

This study seeks to fill this gap by exploring the application of IBL to develop digital literacy skills among HUMSS students at Tanauan Institute Inc. The insights gained aim to provide valuable contributions to instructional strategies that support not only social studies content understanding but also the development of critical digital competencies, fostering a holistic educational experience.

RESEARCH METHODOLOGY AND PROCEDURES

This chapter reveals the methods of research to be employed by the researcher in conducting the study which includes the research design, population of the study, research instrument and its development establishing its validity and reliability, data gathering procedures, and the appropriate statistical treatment of data.

Research Design

This study employed a descriptive research design to investigate relationships among two or more variables. In this design, it reveals the significant relationship of the variables. In essence, each study included in a descriptive review is treated as the unity of analysis and the published literature provides a database from which the authors attempt to identify any interpretable trends or draw overall conclusion about the merits of existing conceptualizations, proposition, methods, or finding (Pare et al., 2015)

This study tested the hypotheses to predict the role of inquiry-based learning in developing digital literacy in social studies subjects of HUMSS students in Tanauan Institute Inc.

Respondents of the Study

The respondents of the study are 266 HUMSS students of Tanauan Institute Inc. year 2024-2025. One of the vital processes to keep this study successful. All of these participants will be selected through random sampling. This sampling method is conducted where each member of a population has a capability to become part of the sample. The respondents and school is chosen by the researchers because they are suitable and applicable to the study.

OVER-ALL TOTAL GRADE LEVEL	NUMBER OF STUDENTS	NO OF RESPONDENTS
11	331	115
12	529	151
Total:	860	266

Locale of the Study

The study is conducted in Tanauan Institute Inc. located in the Municipality of Tanauan City.

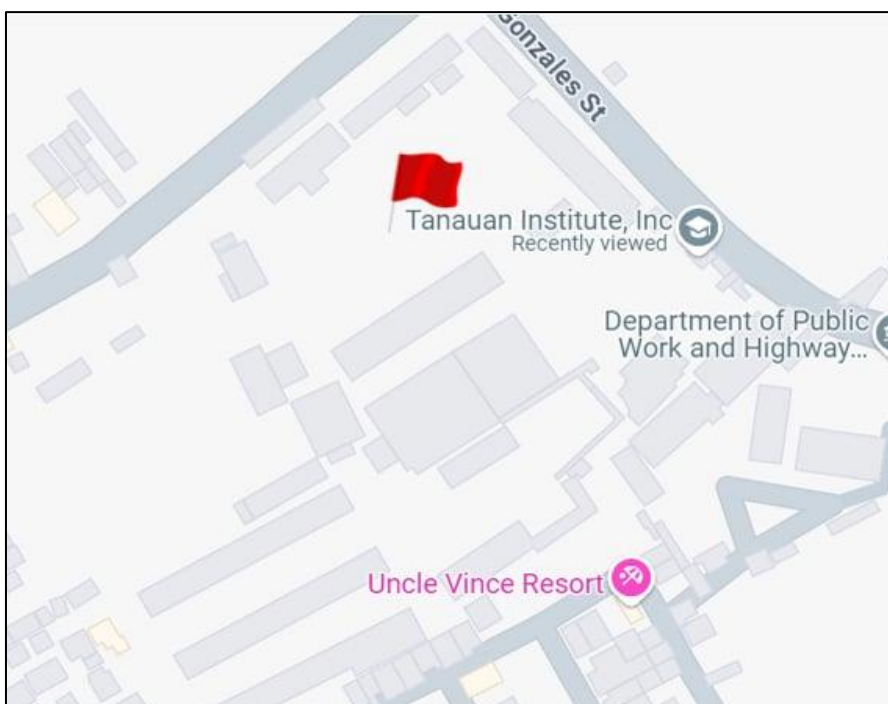


Figure 2: Map Showing the Used School in the Study

Sampling Technique

The population of HUMSS students of Tanauan Institute Inc. is used as respondents. The aim of the study is to determine The Role of Inquiry-Based Learning in Developing Digital literacy in Social Studies Subjects of HUMSS students in Tanauan Institute Inc. In choosing the respondents, a probability sampling is used and systematic random sampling technique using Cochran formula. It is used in surveys to identify the right number of participants/samples. This sample size will be determined by the number of populations available. (Bak-Zabala, 2023). The researchers apply the sampling procedure so that each member of the population has an equal chance of being chosen.

Research Instrument

The survey-questionnaire and checklist is used as the main data-gathering instrument. The instrument to be prepared focused on answering the statement of the problem. The Role of Inquiry-Based Learning in Developing Digital literacy in Social Studies Subjects of HUMSS students in Tanauan Institute Inc. The questionnaire contains Sixty-eight (68) questions. The questionnaires is distributed to the respondent.

Part one (1) contains a checklist of questions related to the inquiry-based learning that will be participated by the respondents. Part two (2) seeks what is the role of Inquiry-Based Learning in developing the Digital Literacy of HUMSS students. The data gathering instrument is structured as a scale ranging from 1-4. Where (1) is strongly disagree, (2) disagree, (3) agree (4) strongly agree. This legend helps the researchers to analyze the result of conducting data-gathering.

The survey instrument used by the researcher was floated for its pilot testing, and 30 student-respondents participated.

The results in Table 1 show the level of internal consistency of the survey questionnaire using the Chronbach's Alpha.

The data were analyzed through Cronbach's alpha testing its reliability and internal consistency, which resulted in a value of 0.838 and above, showing that the indicators tested in the survey instrument posted a good to an excellent level of internal consistency.

Table 1. Level of Internal Consistency of the Survey Questionnaire

Subscales	No. of Items	Cronbach's Alpha	Internal Consistency
Inquiry-Based Learning			
Questioning	8	.838	Good
Engagement	8	.846	Good
Exploration	10	.876	Good
Critical Thinking	10	.866	Good
Digital Literacy			
Technical Skills	10	.939	Excellent
Information Literacy	10	.908	Excellent
Communication Skills	10	.909	Excellent
Adaptability	10	.901	Excellent

Validity of the Questionnaire

The researcher creates the updated questionnaire draft, which is sent to the adviser for feedback.

The questionnaire's draft is examined considering its objectives, organization and contents. It is expected that a few of the items will be revised considering how their instrument's final draft will be put together.

The researchers asked three experts such as Senior High School Teacher, School Principal, and College Faculty Member to validate their questions. The final revised version of the questionnaire is designed to identify

respondent's ideas as a result of the survey. The purpose of the study is to know the Role of Inquiry-Based Learning in Developing Digital literacy in Social Studies Subjects of HUMSS students in Tanauan Institute Inc.

After establishing the validity and reliability of the research instrument and approval of the thesis proposal by the pre-dissertation participants, the researcher sent a letter to the school Principal asking them to forward the research questionnaires to the respondents.

The respondents are given enough time to answer all the questions in the questionnaire and it be taken personally by the researchers. The researchers will then meticulously tally and tabulate the respondents' answers to ensure accurate data analysis.

Statistical Treatment of the Data

For meaningful interpretation of data, the following statistical treatment are applied: The following are the statistical treatments that is used in the study.

1. Mean. This will be applied to determine the responses of the students.
2. Standard Deviation. This will be used to calculate the dispersion of all respondent replies in the indicators given in the variables from the mean.
3. Percentage. It will be utilized to describe the respondents' age distribution and sex.
4. Pearson's R Correlation. It will be used to know the strength and direction of the relationship between the two variables.

$$r = \frac{\sum (x_i - \bar{x})(y_i - \bar{y})}{\sqrt{\sum (x_i - \bar{x})^2 \sum (y_i - \bar{y})^2}}$$

r = correlation coefficient

x_i = values of the x-variable in a sample

$\bar{x}$ = mean of the values of the x-variable

y_i = values of the y-variable in a sample

$\bar{y}$ = mean of the values of the y-variable

CHAPTER 4 PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents a comprehensive analysis of the data collected during the course of the study. It aims to provide an in-depth look at the responses gathered from the participants, shedding light on the key findings that emerged from the research process. The data, obtained through carefully structured instruments, serve as the foundation for the study's conclusions and insights.

The presentation of the findings is systematically organized to align with the study's specific objectives, ensuring that each piece of data is relevant and contributes to answering the research questions. Through the use of tables, charts, and graphs, the data is visually represented, offering a clearer understanding of the trends, patterns, and correlations observed. Each visual aid is accompanied by a description, helping to contextualize the figures and explain how they relate to the broader themes of the study.

This chapter includes a critical analysis of the findings. The researcher reflects on the implications of the results, comparing them with existing literature, theories, and previous studies. The researcher also discusses the

limitations of the study, which might affect the generalizability of the results, and offers suggestions for further investigation.

In sum, Chapter IV serves as the cornerstone of the research study, where the raw data is transformed into actionable insights. It provides a clear and structured presentation of the findings, followed by an in-depth analysis and interpretation, which forms the basis for the study's conclusions and recommendations.

Part I. 1. How Inquiry-Based Learning be described in terms of 1.1 Questioning

Tables 1 presents the distribution of how inquiry-based learning be described in terms of questioning.

Table 1 Distribution of 1. How Inquiry-Based Learning be described in terms of Questioning

Indicators	Mean	SD	Interpretation
1. I feel more motivated to participate when I generate my own questions.	3.26	0.58	Agree
2. I become more involved in discussions when I am encouraged to ask questions.	3.20	0.60	Agree
3. I am able to retain more information when I actively ask questions.	3.25	0.58	Agree
4. When I ask questions, I feel more confident about my learning progress	3.31	0.60	Agree
5. Asking questions makes me feel in control of my learning process.	3.31	0.61	Agree
6. My freedom to ask questions and explore answers at my own pace improve my learning.	3.27	0.67	Agree
7. Asking questions in class make me more active in discussions and group activities.	3.25	0.67	Agree
8. I feel more involved in learning when I ask questions.	3.18	0.73	Agree

Legend: 4.1-3.36- Strongly Agree, 3.35-2.6-Agree, 2.5-1.76-Disagree, 1.75-1.00-Strongly Disagree

Table 1 showed how inquiry-based learning be described in terms of questioning is 3.25, which is evaluated as "Agree". The results highlight that IBL, particularly through questioning, is effective in motivating students, involving them in discussions, helping them retain information, and fostering confidence and active participation in their learning process. The interpretation is consistently agree across all indicators, affirming the positive impact of questioning in an Inquiry-Based Learning approach.

Questioning is a fundamental part of Inquiry-Based learning, as it enhances critical thinking, engagement, and students' ability to construct new disciplinary knowledge. Student questioning not only improves their subject knowledge but also provides a mechanism for teachers to assess conceptual understanding and guide learning. (Wood et al. 2015)

Engagement

Table 2 presents the distribution of how inquiry-based learning be described in terms of engagement.

Table 2 Distribution of How Inquiry-Based Learning be described in terms of Engagement

Indicators	Mean	SD	Interpretation
1. When we engage in exploration, I feel more motivated and interested in the subject.	3.32	0.64	Agree
2. I am more likely to participate when lessons encourage me to explore new ideas.	3.45	0.63	Strongly Agree
3. I enjoy working on projects where I can collaborate with my classmates to solve problems.	3.34	0.72	Agree
4. I feel more engaged in class when I am given opportunities to conduct experiments or investigations.	3.15	0.69	Agree
5. Inquiry-based learning allows me to take charge of my own learning journey.	3.23	0.6	Agree

6. Hands-on activities allow me to see real-world applications of what I learn in class.	3.28	0.60	Agree
7. I learn more when I can explore concepts through activities.	3.41	0.64	Strongly Agree
8. I feel more motivated when I can choose on how to solve problem.	3.34	0.67	Agree

Legend: 4.1-3.36- Strongly Agree, 3.35-2.6-Agree, 2.5-1.76-Disagree, 1.75-1.00-Strongly Disagree

Table 2 showed how inquiry-based learning be described in terms of engagement is 3.32, which is evaluated as “Agree”, reflects that students find IBL beneficial in making learning more interactive and meaningful. The highest-rated indicator, " 1. I am more likely to participate when lessons encourage me to explore new ideas." (Mean = 4.45), underscores the empowering nature of Inquiry-Based Learning in fostering independence. Other strongly rated indicators, such as exploring new ideas and engaging in hands-on activities, further demonstrate how Inquiry-Based Learning encourages active participation. Despite slight variations, the results consistently affirm the positive impact of Inquiry-Based learning in creating a dynamic and learner-centered educational environment.

Active student engagement fosters ownership of learning and enhances motivation for success. Engaged students are more prone to comprehending and retaining material, enhancing critical thinking abilities, and utilizing knowledge in practical scenarios (Rarugal et al., 2018). Students who are engaged are more likely to cultivate a favorable attitude towards learning, resulting in enhanced academic performance, increased graduation rates, and better post-secondary results.

Exploration

Table 3 presents the distribution of how inquiry-based learning be described in terms of exploration.

Table 3 Distribution of How Inquiry-Based Learning be described in terms of Exploration

Indicators	Mean	SD	Interpretation
1. I become curious and motivated to learn more when I do exploratory activities.	3.34	0.59	Agree
2. When I explore, I feel more invested in the learning process.	3.23	0.63	Agree
3. I learn best when I can explore concepts through activities.	3.23	0.61	Agree
4. I believe that exploration is essential for developing critical thinking skills.	3.33	0.71	Agree
5. I appreciate when teachers allow us and explore more.	3.42	0.68	Strongly Agree
6. I like to look for information online or in books to answer my questions.	3.25	0.63	Agree
7. I often seek out additional resources to deepen my understanding.	3.17	0.68	Agree
8. I find that taking risks in my explorations leads to better learning.	3.30	0.71	Agree
Total	3.27	0.65	Agree

Legend: 4.1-3.36- Strongly Agree, 3.35-2.6-Agree, 2.5-1.76-Disagree, 1.75-1.00-Strongly Disagree

Table 3 showed how inquiry-based learning be described in terms of exploration is 3.27, which is evaluated as “Agree”. The overall average mean suggests that students generally agree that exploration, as part of Inquiry-Based Learning contributes positively to their learning experience. This includes becoming more motivated, developing critical thinking skills, and feeling more invested in the learning process. The relatively low standard deviation indicates consistency in student responses, showing a shared understanding and appreciation for the role of exploration in enhancing their learning journey.

Research has shown that students are more likely to be enthusiastic and committed to their studies when they can explore topics that interest them and contribute to their learning goals. As for Qablan et. Al. (2024), Inquiry learning connects learners to real-world situations. As students explore issues relevant to their environment, they perceive the applicability of classroom learning to real-world scenarios. This fosters a more profound understanding of the concepts they explore.

Critical Thinking

Table 4 presents the distribution of how inquiry-based learning be described in terms of critical thinking.

Table 4 Distribution of How Inquiry-Based Learning be described in terms of Critical Thinking

Indicators	Mean	SD	Interpretation
1. I find it useful to analyze data about political issues during class discussions.	3.24	0.66	Agree
2. I critically evaluate information from different sources before forming opinions on social issues.	3.23	0.60	Agree
3. I can make informed decisions about political topics after analyzing them thoroughly.	3.19	0.71	Agree
4. I am more motivated to learn when I ask questions about real-world problems.	3.28	0.67	Agree
5. I use critical thinking (like questioning, analyzing, and evaluating) when discussing social issues outside the classroom.	3.29	0.74	Agree
6. I am more engaged in class when I apply critical thinking to evaluate the quality of information about politics.	3.23	0.69	Agree
7. I like combining ideas from different political perspectives to form well-rounded conclusions.	3.23	0.71	Agree
8. I am motivated to learn when I use critical thinking to solve real-world problems.	3.31	0.71	Agree
Total	3.25	0.68	Agree

Legend: 4.1-3.36- Strongly Agree, 3.35-2.6-Agree, 2.5-1.76-Disagree, 1.75-1.00-Strongly Disagree

Table 4 showed how inquiry-based learning be described in terms of Critical Thinking is 3.25, which is evaluated as “Agree”. Researchers observed that the average mean of 3.240 indicates that students generally agree that Inquiry-Based Learning (IBL) enhances their engagement, especially when it comes to analyzing political issues and developing critical thinking skills. Researchers found that students value activities like evaluating diverse sources, addressing real-world problems, and integrating different political perspectives as ways to deepen their understanding and motivation to learn. Additionally, the average standard deviation of 0.68 reflects a consistent level of agreement among the participants, highlighting the shared positive impact of IBL in fostering engagement in political contexts.

Malicdem and Perez (2018), explored the use of IBL to enhance critical thinking skills in students, showing that IBL activities significantly improve critical thinking abilities, particularly in analysis, evaluation, and self-regulation in diverse academic settings.

Part II. The role of Inquiry-Based Learning in developing the Digital Literacy of HUMSS students in terms of

Technical Skills

Table 5 presents the role of inquiry-based learning in developing the digital literacy of HUMSS students in terms of technical skills

Table 5 The role of Inquiry-Based Learning in developing the Digital Literacy of HUMSS students in terms of Technical Skills

Indicators	Mean	SD	Interpretation
1. I am confident in using a computer for basic tasks such as typing.	3.24	0.71	Agree
2. I can create and manage academic documents like essays and presentations using tools like PowerPoint.	3.16	0.71	Agree
3. I am able to organize my emails and manage communications with teachers or classmates effectively.	3.07	0.76	Agree

4. I can troubleshoot basic issues on digital devices (e.g., restarting, updating software).	3.09	0.73	Agree
5. I know how to use online learning platforms (e.g., Google Classroom, Moodle) to submit assignments and access course materials.	3.33	0.7	Agree
6. I can create multimedia content (e.g., presentations, videos) for school projects using digital tools.	3.22	0.7	Agree
7. I am comfortable using cloud services (e.g., Google Drive, Dropbox) to store and share school files.	3.08	0.8	Agree
8. I feel comfortable using digital tools to create visual aids for my presentations.	3.27	0.74	Agree
Total	3.18	0.73	Agree

Legend: 4.1-3.36- Strongly Agree, 3.35-2.6-Agree, 2.5-1.76-Disagree, 1.75-1.00-Strongly Disagree

Table 5 showed that the role of inquiry-based learning in developing the digital literacy of HUMSS students in terms of Technical Skills was 3.18, which is evaluated as “Agree”. The findings reveal that HUMSS students have a moderate level of technical skills, with the highest proficiency in using online learning platforms and the lowest in managing emails and communication. The moderate variation indicates some differences in skill levels among students. These results suggest that while students are competent in basic digital tasks, targeted efforts, such as Inquiry-Based Learning, can enhance their skills in weaker areas like communication and troubleshooting.

Technical skills are essential for accessing digital services, especially in education, professional settings, and everyday life. Technical skills contributes to broader competencies like problem-solving, critical thinking, and information evaluation, all of which are vital for adapting to evolving technological demands. (Marcondes de Moraes et al., 2022)

Information literacy

Table 6 presents the role of Inquiry-Based Learning in developing the Digital Literacy of HUMSS students in terms of information literacy.

Table 6 The role of Inquiry-Based Learning in developing the Digital Literacy of HUMSS students in terms of Information Literacy

Indicators	Mean	SD	Interpretation
1. I can use various search engines to find reliable information for my schoolwork.	3.36	0.66	Strongly Agree
2. I can distinguish between credible and unreliable online sources for academic research.	3.23	0.6	Agree
3. I know how to cross-check information from multiple sources when conducting research for school.	3.19	0.68	Agree
4. I understand how to protect my personal information when using school-related websites or apps.	3.35	0.65	Agree
5. I know how to identify and avoid suspicious links or emails (e.g., phishing attempts).	3.21	0.71	Agree
6. I am aware of the dangers of misinformation and make sure to verify information before sharing it in schoolwork.	3.46	0.63	Strongly Agree
7. I actively seek out online tutorials or resources to improve my digital skills when needed.	3.26	0.66	Strongly Agree
8. I understand the importance of continuing to improve my digital literacy skills as technology changes.	3.38	0.73	Agree
9. I am aware of the different ways to access online resources for my studies (e.g., e-books, academic journals).	3.12	0.79	Agree

10. I know how to set up parental controls or filters for younger users to access age-appropriate content.	3.26	0.66	Agree
Total	3.28	0.67	Agree

Legend: 4.1-3.36- Strongly Agree, 3.35-2.6-Agree, 2.5-1.76-Disagree, 1.75-1.00-Strongly Disagree

Table 6 showed that the role of inquiry-based learning in developing the digital literacy of HUMSS students in terms of Information Literacy was 3.28, which is evaluated as “Agree”. The data demonstrates that HUMSS students have developed strong digital literacy skills through Inquiry-Based Learning. The overall mean confirms a high level of agreement with the indicators of information literacy, supported by a relatively low standard deviation indicating consistency across responses. Continuous emphasis on improving resource accessibility and critical evaluation skills would further enhance students' digital literacy.

Information literacy enables students to assess the credibility and quality of information they encounter online, a crucial skill as digital platforms flood users with vast amounts of content. This is essential in promoting responsible digital citizenship, as students learn to navigate information ethically and critically. Additionally, information literacy helps students distinguish between reliable sources and misleading or biased content, a key competency in today’s digital age (School of Education 2020).

Communication Skills

Table 7 presents the role of inquiry-based learning in developing the digital literacy of HUMSS students in terms of communication skills.

Table 7 The role of Inquiry-Based Learning in developing the Digital Literacy of HUMSS students in terms of Communication Skills

Indicators	Mean	SD	Interpretation
1. I can effectively communicate with classmates and teachers using email, chat, or video conferencing tools (e.g., Zoom, Google Meet).	3.23	0.70	Agree
2. I know how to participate in online class discussions and forums respectfully and appropriately.	3.30	0.55	Agree
3. I am comfortable collaborating with others on school projects using online tools (e.g., Google Docs, Microsoft).	3.02	0.66	Agree
4. I know how to use online forums or discussion boards for social studies projects and academic inquiries.	3.09	0.74	Agree
5. I can manage my social media accounts to communicate with peers and manage privacy effectively.	3.35	0.66	Agree
6. I know how to organize and participate in online study groups using digital tools.	3.23	0.65	Agree
7. I feel confident in helping classmates with basic digital tasks (e.g., formatting documents, using online tools).	3.09	0.71	Agree
8. I can provide feedback and receive feedback from others in an online learning environment.	3.16	0.65	Agree
9. I am able to present my ideas clearly in virtual meetings and video calls.	3.11	0.76	Agree
10. I am familiar with online etiquette and respect for others' opinions in digital spaces.	3.18	0.71	Agree
Total	3.18	0.67	Agree

Legend: 4.1-3.36- Strongly Agree, 3.35-2.6-Agree, 2.5-1.76-Disagree, 1.75-1.00-Strongly Disagree

Table 7 showed that the role of inquiry-based learning in developing the digital literacy of HUMSS students in terms of Communication Skills was 3.18, which is evaluated as “Agree”. The overall mean indicates that HUMSS students "Agree" with the indicators related to communication skills, suggesting a strong foundation. The average standard deviation reflects a reasonable consistency in responses. Enhancing specific skills, such as

digital collaboration and virtual presentation, will further strengthen their communication abilities in a digital context.

Communication skills are increasingly recognized as a critical component of digital literacy for students, especially in our modern, technology-driven educational landscape. Effective communication in digital spaces requires not only basic technical skills but also the ability to engage in meaningful interactions through various online platforms. This includes skills like collaborating on digital projects, communicating clearly in written and spoken forms, and navigating the complexities of online social environments (Cambridge 2022).

Adaptability

Table 8 presents the role of inquiry-based learning in developing the digital literacy of HUMSS students in terms of adaptability.

Table 8 The role of Inquiry-Based Learning in developing the Digital Literacy of HUMSS students in terms of Adaptability

Indicators	Mean	SD	Interpretation
1. I can adapt quickly to new technologies introduced in my studies (e.g., new apps, platforms, or tools).	3.27	0.72	Agree
2. I am comfortable learning new digital tools and software on my own.	3.18	0.64	Agree
3. I can easily shift between different digital tools (e.g., from Word to Google Docs) depending on my needs.	3.18	0.74	Agree
4. I can troubleshoot and solve problems that arise when using unfamiliar digital tools.	3.00	0.7	Agree
5. I feel comfortable using digital technology for both in-person and remote learning environments.	3.15	0.69	Agree
6. I am able to customize digital tools to fit my learning preferences (e.g., adjusting settings, organizing files).	3.12	0.74	Agree
7. I can quickly familiarize myself with updates or changes in educational software used by my school.	3.15	0.63	Agree
8. I feel confident using various digital tools in both academic and personal settings.	3.15	0.68	Agree
Total	3.15	0.69	Agree

Legend: 4.1-3.36- Strongly Agree, 3.35-2.6-Agree, 2.5-1.76-Disagree, 1.75-1.00-Strongly Disagree

Table 8 showed that the role of inquiry-based learning in developing the digital literacy of HUMSS students in terms of Adaptability was 3.15, which is evaluated as “Agree”. The data illustrates that HUMSS students generally possess strong adaptability skills when it comes to using and adjusting to digital tools. The overall mean score (3.15) signifies that students "Agree" with the indicators of adaptability, while the average standard deviation (0.69) reflects reasonable consistency in their responses.

Students excel in adapting to new technologies, integrating digital tools in different contexts, and learning independently. However, areas such as troubleshooting unfamiliar tools and customizing tools to suit personal preferences indicate opportunities for further development. Addressing these gaps through targeted IBL activities, such as practical problem-solving workshops and exercises focused on personalizing digital interfaces, can help enhance students' adaptability.

Adaptability enables students to handle evolving digital tools and practices effectively. Skills like using technology to create content, solve problems, and innovate are essential for students to adapt to a continuously changing digital landscape. Embracing the concept of digital literacy is critical in a evolved digital world, especially with its profound impact on lifelong learning. This type of learning is not just confined to the classroom; it extends into every facet of our lives (Hague, C. & Payton, S. 2021).

Part III. Test of Significant relationship between the Inquiry-Based Learning and Digital Literacy.

Table 3

Variables	Pearson R		Verbal Interpretation	Action Taken
	r value	p value		
Digital Literacy	0.45	<0.001	Moderate Positive	Reject Null Hypothesis

Significant at p-value <0.03

The result of the Pearson's correlation coefficient showed that there was a moderate, positive correlation between Inquiry-Based Learning and Digital Literacy. The correlation between Inquiry-Based Learning and Digital Literacy was statistically significant, $r(264) = 0.45$, $p = <$.

Researchers observed that the correlation analysis between Inquiry-Based Learning (IBL) and Digital Literacy yielded a Pearson correlation coefficient of $r = 0.45$, with a p-value < 0.001 . This result indicates a moderate positive correlation between the two variables, meaning that an increased application of Inquiry-Based Learning strategies corresponds to an improvement in the digital literacy of students.

The statistical significance of the p-value, being less than our threshold of 0.03, led us to reject the null hypothesis. This signifies that the relationship between IBL and Digital Literacy is not due to chance.

Based on these findings, Researchers conclude that employing IBL as a pedagogical approach plays a significant role in enhancing the digital literacy skills of HUMSS students. This emphasizes the importance of integrating inquiry-driven strategies in education to prepare students for the digital demands of the modern world.

According to IIETA (International Information and Engineering Technology Association 2023). The inquiry-based learning with digital tools enhance both critical thinking and digital literacy. Students who engage in such strategies, like those using smartphones for research and digital storytelling, show significant improvements in their ability to critically analyze, create digital content, and navigate digital platforms effectively. These methods foster a holistic and interactive learning experience, enhancing students' engagement and problem-solving skills.

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusion, and corresponding recommendations based on the result of the study.

Summary

The study focused the role of inquiry-based learning in developing digital literacy in social studies subjects of HUMSS students in Tanauan Institute Inc.

This study explores the role of Inquiry-Based Learning (IBL) in enhancing digital literacy among Humanities and Social Sciences (HUMSS) students at Tanauan Institute Inc., focusing on its application in Social Studies. Rooted in constructivist theories, the study underscores how Inquiry-Based Learning fosters critical thinking, exploration, and adaptability, which are essential components of digital literacy in the 21st century. Through an extensive review of related literature, IBL is identified as a student-centered approach that promotes questioning, engagement, and real-world exploration, ultimately leading to improved technical skills, information literacy, and adaptability.

The research highlights that Inquiry-Based Learning enhances student motivation, fosters collaboration, and bridges academic content with real-world issues, aligning with the goals of modern education. Employing a descriptive research design, the study collected data from HUMSS students using validated survey-questionnaires to examine the relationship between inquiry-based learning components and digital literacy. Statistical analysis ensured a reliable interpretation of findings, shedding light on the potential of Inquiry-Based Learning as a tool for developing critical digital competencies.

Summary of findings

1. The findings highlight the effectiveness of Inquiry-Based Learning in enhancing various aspects of student learning among HUMSS students, particularly in questioning, engagement, exploration, critical thinking, and digital literacy.
2. Students reported positive experiences with Inquiry-Based Learning, indicating strong motivation and active participation, as well as improvements in their communication skills and adaptability to digital tools.
3. The study also established a moderate positive correlation between Inquiry-Based Learning and digital literacy, suggesting that increased engagement in Inquiry-Based Learning activities contributes to the development of essential skills in the digital age.
4. There is a statistically significant relationship between the inquiry-based learning in developing digital literacy skills as evidenced by technical skills, information literacy, communication skills, and adaptability.

Conclusion

This study concludes that Inquiry-Based Learning (IBL) is a transformative educational approach that significantly enhances digital literacy among HUMSS students, particularly in the context of Social Studies. By fostering questioning, engagement, exploration, and critical thinking, IBL equips students with the essential skills needed to navigate an increasingly complex digital world. The findings reveal that IBL not only strengthens students' technical abilities but also enhances their capacity to critically evaluate information, effectively communicate, and engage in problem-solving tasks. These competencies align closely with the goals of 21st-century education, emphasizing the importance of preparing students for academic, professional, and personal success in a technology-driven environment.

Moreover, the study highlights the critical roles of educators, parents, administrators, and other stakeholders in ensuring the successful implementation of Inquiry-Based Learning. Teachers are instrumental in designing and facilitating Inquiry-Based Learning activities that engage students, while parents and administrators provide the necessary support and resources. Collectively, these efforts can maximize the potential of IBL in creating a holistic, student-centered learning environment that promotes lifelong learning and responsible digital citizenship.

By integrating Inquiry-based Learning into modern educational practices, institutions can foster a generation of learners who are not only digitally literate but also critical thinkers and problem solvers. This approach is essential for equipping students to meet the challenges and opportunities of the 21st century, ensuring they can contribute meaningfully to society in both local and global contexts.

Recommendations

In light of the findings and conclusion of the study, the following recommendations are offered:

1. Students are advised to take an active role in Inquiry-Based Learning (IBL) by formulating meaningful questions, engaging in collaborative learning, and exploring diverse digital resources. They should use digital tools responsibly to access, evaluate, and share information while honing critical thinking skills essential for both academic success and real-world problem-solving. Actively participating in classroom discussions, reflecting on their learning experiences, and practicing ethical digital behavior will further enhance their ability to effectively use technology in various contexts.
2. Teachers may incorporate IBL strategies into their teaching methods by designing activities that focus on questioning, exploration, and real-world applications. Utilizing digital platforms to create interactive and engaging lessons is crucial for enhancing digital literacy. Continuous professional development and feedback from students should guide the refinement of teaching practices to maximize IBL's effectiveness.

3. Educational Institutions may allocate resources to train teachers in IBL methodologies and provide access to the necessary digital tools and infrastructure. They should intensify IBL into the curriculum and develop policies that promote the alignment of IBL practices with institutional goals. Regular assessments of IBL's implementation and impact will ensure continuous improvement. By fostering partnerships with technology providers, conducting workshops, and involving stakeholders in decision-making, institutions can create a robust environment for digital literacy development.

4. Parents and Guardians are encouraged to provide a supportive home environment that fosters curiosity and access to digital tools. They should actively participate in their children's education by understanding the benefits of IBL and encouraging the development of digital literacy skills. Collaborating with teachers and being involved in school activities can further reinforce learning outcomes.

5. Future researchers should explore the long-term effects of IBL on digital literacy across different educational levels and disciplines. Investigating the effectiveness of specific IBL strategies in enhancing student engagement and learning outcomes can provide valuable insights for improving instructional methods. Examining the role of cultural and socioeconomic factors in shaping IBL's impact, as well as conducting comparative studies across various educational systems, can further enrich the understanding of its potential benefits.

6. Researchers recommended that blogging as a strategy in Inquiry-Based Learning significantly enhances students' technical skills, information literacy, communication skills, and adaptability, making it an effective tool in teaching Social Studies. By engaging in the technical aspects of blogging, such as navigating platforms, embedding multimedia, and formatting content, students develop essential digital competencies. Furthermore, the emphasis on information literacy arises as students explore credible sources, evaluate evidence, and synthesize findings to support their arguments. Communication skills are strengthened as students craft well-structured blog posts, integrating visuals and multimedia to present their ideas clearly and engagingly to a diverse audience. Adaptability is fostered as students respond to feedback, adjust their work to different formats, and engage with real-time discussions or changing societal contexts. These enhancements are closely tied to key factors of Inquiry-Based Learning. Questioning drives curiosity and depth in students' research and reflections, while engagement encourages active participation in discussions and collaborative feedback. Exploration allows students to navigate and utilize digital tools effectively, and critical thinking ensures they analyze, evaluate, and present information thoughtfully. Collectively, blogging equips students with the advanced digital and cognitive skills required to excel in the dynamic field of Social Studies education.

A study by Alrubail (2015) supports the use of blogging as an effective educational tool to enhance technical skills, information literacy, communication skills, and adaptability. Alrubail emphasizes that blogging provides students with opportunities to explore and utilize various digital tools, fostering technical competencies such as navigating platforms and embedding multimedia. The study also highlights how blogging encourages critical engagement with information, requiring students to evaluate sources and synthesize insights—key aspects of information literacy. Furthermore, it improves communication skills as students learn to organize their thoughts, structure their arguments, and effectively present their ideas to a wider audience. Blogging also cultivates adaptability by exposing students to feedback and requiring them to adjust their content or approach to meet the needs of diverse audiences. Alrubail concludes that blogging is a valuable strategy for fostering 21st-century skills, aligning well with the principles of Inquiry-Based Learning. This evidence underscores the value of blogging in promoting advanced digital literacy, particularly in the context of Social Studies education.

7. Encourage students to use digital databases, search engines, academic journals, and open-access repositories for research. This promotes information literacy, research skills and navigating digital tools effectively.

8. Facilitate collaborations through platforms like Google docs or Microsoft teams where students can share findings, discuss ideas, and work together.

9. Encourage students to create digital presentations, podcasts, videos, or blogs to demonstrate their understanding of a research topic.

10. Encourage students to critically evaluate online information sources, considering factors like bias, credibility and accuracy. It enhances critical thinking in the digital age, teaching students how to assess the reliability of information from diverse online sources.

11. Problem-based learning using real world digital issues. Engage students in solving real-world problem using digital tools, such as data analysis, coding, or geographical information systems.

12. Online expert consultations and interviews. Facilitate using virtual meetings or interviews with experts on the field, such as through zoom, or skype.

RECOMMENDATION

This research is entitled The Role of Inquiry-Based Learning in Developing Digital Literacy in Social Studies Subjects of HUMSS students in Tanauan Institute Inc. which was prepared and submitted by the researchers who are Chescky R. Araja and Raine Celine M. De Guzman as part of the requirements for the Bachelor of Secondary Education Major in Social Studies, is recommended to be accepted for approval by the board NELIA P. MANANGUIT, Ed. D Dean of Studies ATTY. ANNA CONSUELO V. COLLANTES Chief Operating Officer APPROVAL SHEET This research paper entitled “The Role of Inquiry-Based Learning in Developing Digital Literacy in Social Studies Subjects of HUMSS students in Tanauan Institute Inc.”, prepared and Submitted by Chescky R. Araja and Raine Celine M. De Guzman, in partial fulfillment of the requirements for the degree Bachelor of Secondary Education is hereby recommended for approval and acceptance. Bel Patrice Tisuela Adviser Approved in partial fulfillment of the requirements for the degree Bachelor of Secondary Education by the Oral Examination Committee with a grade of ____%

Accepted in partial fulfillment of the requirements for the degree Bachelor of Secondary Education Major in Social Studies.

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APPENDICES

Appendix A

Letter Of Request to The Validator of Research Instrument

November 27, 2024

Madelle Masongsong

Teacher, LPT

Tanauan Institute Inc.

Dear Madam/Sir:

Greetings of Peace!

We are students in Tanauan Institute taking up Bachelor of Secondary Education major in Social Studies conducting a study entitled “The Role of Inquiry-Based Learning in Developing Digital Literacy Among HUMSS Students of Tanauan Institute Inc.” as part of our requirements in Research in Social Studies.

As our validator, we would like to ask your approval for the research instrument to be used in measuring the variables needed in the study. Attached herewith is the copy of the questionnaire to be administered for the said research. Your comments and suggestions will be highly appreciated and will be of great help to this undertaking.

We are hoping for your favorable response and wholehearted consideration on this matter.

Thank you very much and God Bless!

Sincerely yours,

CHESCKY R. ARAJA

RAINE CELINE M. DE GUZMAN

Researchers

Noted:

BEL PATRICE T. TISUELA

Research Adviser

Approved:

Madelle Masongsong

Teacher, T.I

November 27, 2024

Ms. Nicca Angela Piamonte

Teacher, LPT

Tanauan Institute Inc.

Dear Madam/Sir:

Greetings of Peace!

We are students in Tanauan Institute taking up Bachelor of Secondary Education major in Social Studies conducting a study entitled “The Role of Inquiry-Based Learning in Developing Digital Literacy Among HUMSS Students of Tanauan Institute Inc.” as part of our requirements in Research in Social Studies.

As our validator, we would like to ask your approval for the research instrument to be used in measuring the variables needed in the study. Attached herewith is the copy of the questionnaire to be administered for the said research. Your comments and suggestions will be highly appreciated and will be of great help to this undertaking.

We are hoping for your favorable response and wholehearted consideration on this matter.

Thank you very much and God Bless!

Sincerely yours,

CHESCKY R. ARAJA

RAINE CELINE M. DE GUZMAN

Researchers

Noted:

BEL PATRICE T. TISUELA

Research Adviser

Approved:

Ms. Nicca Angela Piamonte

Teacher, T.I

November 27, 2024

Mark Andrew S. Rimas, MBA

College Faculty

Tanauan Institute Inc.

Dear Madam/Sir:

Greetings of Peace!

We are students in Tanauan Institute taking up Bachelor of Secondary Education major in Social Studies conducting a study entitled “The Role of Inquiry-Based Learning in Developing Digital Literacy Among HUMSS Students of Tanauan Institute Inc.” as part of our requirements in Research in Social Studies.

As our validator, we would like to ask your approval for the research instrument to be used in measuring the variables needed in the study. Attached herewith is the copy of the questionnaire to be administered for the said research. Your comments and suggestions will be highly appreciated and will be of great help to this undertaking.

We are hoping for your favorable response and wholehearted consideration on this matter.

Thank you very much and God Bless!

Sincerely yours,

CHESCKY R. ARAJA

RAINE CELINE M. DE GUZMAN

Researchers

Noted:

BEL PATRICE T. TISUELA

Research Adviser

Approved:

Mark Andrew S. Rimas, MBA

College Faculty

September 24, 2024

Leoncia Lopez

College Faculty

Tanauan Institute Inc.

Dear Madam:

Greetings of Peace!

We are students in Tanauan Institute taking up Bachelor of Secondary Education major in Social Studies conducting a study entitled “The Role of Inquiry-Based Learning in Developing Digital Literacy in Social Studies Subject” as part of our requirements in Research in Social Studies.

As our validator, we would like to ask your approval for the statement of the problem to be used in the study. Attached herewith is the copy of the statement of the problem for the said research. Your comments and suggestions will be highly appreciated and will be of great help to this undertaking.

I am hoping for your favorable response and wholehearted consideration on this matter.

Thank you very much and God Bless!

Sincerely yours,

Araja, Chescky R.

De Guzman, Raine Celine M.

Researchers

Noted:

BEL PATRICE T. TISUELA

Research Adviser

Approved:

Leoncia Lopez

College Faculty

September 19, 2024

Ms. Nicca Angela Piamonte

Teacher, LPT

Tanauan Institute Inc.

Dear Madam:

Greetings of Peace!

We are students in Tanauan Institute taking up Bachelor of Secondary Education major in Social Studies conducting a study entitled “The Role of Inquiry-Based Learning in Developing Digital Literacy Among HUMSS Students of Tanauan Institute Inc.” as part of our requirements in Research in Social Studies.

As our validator, we would like to ask your approval for the statement of the problem to be used in the study. Attached herewith is the copy of the statement of the problem for the said research. Your comments and suggestions will be highly appreciated and will be of great help to this undertaking.

I am hoping for your favorable response and wholehearted consideration on this matter.

Thank you very much and God Bless!

Sincerely yours,

Araja, Chescky R.

De Guzman, Raine Celine M.

Researchers

Noted:

BEL PATRICE T. TISUELA

Research Adviser

Approved:

Ms. Nicca Angela Piamonte

Teacher, T.I

September 24, 2024

Mark Andrew S. Rimas, MBA

College Faculty

Tanauan Institute Inc.

Dear Sir:

Greetings of Peace!

We are students in Tanauan Institute taking up Bachelor of Secondary Education major in Social Studies conducting a study entitled “The Role of Inquiry-Based Learning in Developing Digital Literacy Among HUMSS Students of Tanauan Institute Inc.” as part of our requirements in Research in Social Studies.

As our validator, we would like to ask your approval for the statement of the problem to be used in the study. Attached herewith is the copy of the statement of the problem for the said research. Your comments and suggestions will be highly appreciated and will be of great help to this undertaking.

I am hoping for your favorable response and wholehearted consideration on this matter.

Thank you very much and God Bless!

Sincerely yours,

Araja, Chescky R.

De Guzman, Raine Celine M.

Researchers

Noted:

BEL PATRICE T. TISUELA

Research Adviser

Approved:

Mark Andrew S. Rimas, MBA

College Faculty

Appendix B

LETTER TO THE PRINCIPAL

November 28, 2024

ISIDRO D. ENRIQUEZ

K-12 Principal

K-12 Department

Tanauan Institute Inc.

Division of Tanauan City

Dear Sir:

Greetings of Peace!

We are students in Tanauan Institute taking up Bachelor of Secondary Education Major in Social Studies students conducting a study The Role of Inquiry-Based Learning in Developing Digital Literacy Among HUMSS Students of Tanauan Institute Inc.” as part of our requirements in Research in Social Studies.

In view of this, may we humbly seek your permission to allow us to administer a survey questionnaire among the Grade 11 and Grade 12 Humanities and Social Sciences students. A copy of the questionnaire that each of the respondent will answer is attached for your reference and review. Rest assured that all the information to be gathered will be treated with utmost confidentiality and will be used for academic purposes only.

We fervently look forward for your positive response. Thank you very much and God Bless!

Very respectfully yours,

CHESCKY R. ARAJA

RAINE CELINE M. DE GUZMAN

Researcher

Noted:

BEL PATRICE T. TISUELA

Researcher Adviser

Approved:

ISIDRO D. ENRIQUEZ

School Principal

Senior High School Department

Tanauan Institute Inc.

Appendix C

Letter Of Request to The Student-Respondent

Consent Form for Respondents

November 28, 2024

Dear Respondent:

We are Bachelor of Secondary Education Major in Social Studies, we are currently working in our study entitled “The Role of Inquiry-Based Learning in Developing Digital Literacy Among HUMSS Students of Tanauan Institute Inc.” as part of our requirements in Research in Social Studies.”

In this regard, may we be allowed to conduct a survey at your section to validate the data for the research. The purpose of this study is to determine the role of the Inquiry-based learning in developing the digital literacy skills of Senior high school students, specifically the Humanities and Social Sciences students.

We humbly requesting for your precious time and valuable cooperation by answering the questionnaire. Rest assured that your responses will be treated with utmost confidentiality.

Thank you very much for your overwhelming assistance and cooperation. God Bless!

Very truly yours,

CHESECKY R. ARAJA

RAINE CELINE M. DE GUZMAN

Researcher

Noted:

BEL PATRICE T. TISUELA

Researcher Adviser

I have read and understand the information describing the aims and consent of the instrument. I agree to take part in this research undertaking and will give my utmost cooperation to realize its objectives

Signature over Printed Name

Appendix D

Respondents Profile:

Directions: This part of the instrument aims to survey personal information which will be needed to answer a specific problem posed in the study. Please respond to each item as completely as possible and tick the option that corresponds to your response.

Name (Optional): _____

Age: ☐ 15-16 ☐ 17-18 ☐ 19-20

Grade level: ☐ Grade 11

☐ Grade 12

Sex: ☐ Male ☐ Female

Directions:

This portion is designed to determine your description of inquiry-based learning. Check the option that corresponds to your answer on each item based on the following scales.

(4) STRONGLY AGREE	(3) AGREE	(2) DISAGREE	(1) STRONGLY DISAGREE
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INQUIRY-BASED LEARNING

Factors	(4)	(3)	(2)	(1)
QUESTIONING: In Inquiry-Based Learning (IBL), questioning is when students ask thoughtful questions that spark their curiosity and guide their own learning.				
As a student...				
1. I feel more motivated to participate when I generate my own questions.				
2. I become more involved in discussions when I am encouraged to ask questions.				
3. I am able to retain more information when I actively ask questions.				

4. When I ask questions, I feel more confident about my learning progress				
5. Asking questions makes me feel in control of my learning process.				
6. My freedom to ask questions and explore answers at my own pace improve my learning.				
7. Asking questions in class make me more active in discussions and group activities.				
8. I feel more involved in learning when I ask questions.				
ENGAGEMENT: refers to the degree of active participation, interest, and motivation exhibited by students throughout the inquiry process.	(4)	(3)	(2)	(1)
As a student...				
1. When we engage in exploration, I feel more motivated and interested in the subject.				
2. I am more likely to participate when lessons encourage me to explore new ideas.				
3. I enjoy working on projects where I can collaborate with my classmates to solve problems.				
4. I feel more engaged in class when I am given opportunities to conduct experiments or investigations.				
5. Inquiry-based learning allows me to take charge of my own learning journey.				
6. Hands-on activities allow me to see real-world applications of what I learn in class.				
7. I learn more when I can explore concepts through activities.				
8. I feel more motivated when I can choose on how to solve problem.				
EXPLORATION: encompasses the investigative process wherein students independently seek out resources, conduct research, and engage in experimentation to address their questions.	(4)	(3)	(2)	(1)
As a student...				
1. I become curious and motivated to learn more when I do exploratory activities.				
2. When I explore, I feel more invested in the learning process.				
3. I learn best when I can explore concepts through activities.				
4. I believe that exploration is essential for developing critical thinking skills.				
5. I appreciate when teachers allow us and explore more.				
6. I like to look for information online or in books to answer my questions.				
7. I often seek out additional resources to deepen my understanding.				
8. I find that taking risks in my explorations leads to better learning.				
CRITICAL THINKING: Critical thinking in IBL is characterized by the capacity to analyze, evaluate, and synthesize information in order to form reasoned conclusions.	(4)	(3)	(2)	(1)
As a student...				
1. I find it useful to analyze data about political issues during class discussions.				
2. I critically evaluate information from different sources before forming opinions on social issues.				
3. I can make informed decisions about political topics after analyzing them thoroughly.				
4. I am more motivated to learn when I ask questions about real-world problems.				
5. I use critical thinking (like questioning, analyzing, and evaluating) when				

discussing social issues outside the classroom.				
6. I am more engaged in class when I apply critical thinking to evaluate the quality of information about politics.				
7. I like combining ideas from different political perspectives to form well-rounded conclusions.				
8. I am motivated to learn when I use critical thinking to solve real-world problems.				

Directions:

This portion is designed to determine your description of Digital Literacy skills. Check the option that corresponds to your answer on each item based on the following scales.

(4) STRONGLY AGREE	(3) AGREE	(2) DISAGREE	(1) STRONGLY DISAGREE
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DIGITAL LITERACY

TECHNICAL SKILLS: Technical skills refer to the ability to effectively use digital tools and technologies.	(4)	(3)	(2)	(1)
As a student...				
1. I am confident in using a computer for basic tasks such as typing.				
2. I can create and manage academic documents like essays and presentations using tools like PowerPoint.				
3. I am able to organize my emails and manage communications with teachers or classmates effectively.				
4. I can troubleshoot basic issues on digital devices (e.g., restarting, updating software).				
5. I know how to use online learning platforms (e.g., Google Classroom, Moodle) to submit assignments and access course materials.				
6. I can create multimedia content (e.g., presentations, videos) for school projects using digital tools.				
7. I am comfortable using cloud services (e.g., Google Drive, Dropbox) to store and share school files.				
8. I feel comfortable using digital tools to create visual aids for my presentations.				
INFORMATION LITERACY: Information literacy is the ability to locate, evaluate, and use information responsibly.	(4)	(3)	(2)	(1)
As a student...				
1. I can use various search engines to find reliable information for my schoolwork.				
2. I can distinguish between credible and unreliable online sources for academic research.				
3. I know how to cross-check information from multiple sources when conducting research for school.				
4. I understand how to protect my personal information when using school-related websites or apps.				
5. I know how to identify and avoid suspicious links or emails (e.g., phishing attempts).				
6. I am aware of the dangers of misinformation and make sure to verify information before sharing it in schoolwork.				
7. I actively seek out online tutorials or resources to improve my digital skills when needed.				
8. I understand the importance of continuing to improve my digital literacy				

skills as technology changes.				
9. I am aware of the different ways to access online resources for my studies (e.g., e-books, academic journals).				
10. I know how to set up parental controls or filters for younger users to access age-appropriate content.				
COMMUNICATION SKILLS: Communication skills involve the ability to convey ideas clearly and effectively through digital means.	(4)	(3)	(2)	(1)
As a student...				
1. I can effectively communicate with classmates and teachers using email, chat, or video conferencing tools (e.g., Zoom, Google Meet).				
2. I know how to participate in online class discussions and forums respectfully and appropriately.				
3. I am comfortable collaborating with others on school projects using online tools (e.g., Google Docs, Microsoft).				
4. I know how to use online forums or discussion boards for social studies projects and academic inquiries.				
5. I can manage my social media accounts to communicate with peers and manage privacy effectively.				
6. I know how to organize and participate in online study groups using digital tools.				
7. I feel confident in helping classmates with basic digital tasks (e.g., formatting documents, using online tools).				
8. I can provide feedback and receive feedback from others in an online learning environment.				
9. I am able to present my ideas clearly in virtual meetings and video calls.				
10. I am familiar with online etiquette and respect for others' opinions in digital spaces.				
ADAPTABILITY: Adaptability is the capacity to adjust to new tools, technologies, or environments.	(4)	(3)	(2)	(1)
As a student...				
1. I can adapt quickly to new technologies introduced in my studies (e.g., new apps, platforms, or tools).				
2. I am comfortable learning new digital tools and software on my own.				
3. I can easily shift between different digital tools (e.g., from Word to Google Docs) depending on my needs.				
4. I can troubleshoot and solve problems that arise when using unfamiliar digital tools.				
5. I feel comfortable using digital technology for both in-person and remote learning environments.				
6. I am able to customize digital tools to fit my learning preferences (e.g., adjusting settings, organizing files).				
7. I can quickly familiarize myself with updates or changes in educational software used by my school.				
8. I feel confident using various digital tools in both academic and personal settings.				

CURRICULUM VITAE

Chescky R. Araja

Poblacion 2, Laurel, Batangas

Contact No. 09318371855

achesckyaraja@gmail.com



EDUCATIONAL ATTAINMENT

PRIMARY LEVEL

Laurel Central School

2010-2016

E.Caray St. Poblacion 1,

Laurel, Batangas

SECONDARY LEVEL

Wenceslao Trinidad Memorial National High School

2016-2020

E.Caray St. Poblacion 1,

Laurel, Batangas

SENIOR HIGH SCHOOL

Placido T. Amo Senior High School

2020 – 2022

Bugaan East, Laurel, Batangas

PERSONAL DATA

Age : 20

Sex : Male

Birth Date : July 06, 2004

Birth Place : Laurel, Batangas

Citizenship : Filipino

Religion : Christian

Civil Status : Single

Height : 5'3

Weight : 47

CHARACTER REFERENCE

Mrs. Mary Ann R. Araja

09097007144

Poblacion 2, Laurel, Batangas

I hereby certify that the above of all information is true and correct to the best of my knowledge and belief. And any false statements or misinterpretations shall be grounded for the denial of this application.

CHECKY R. ARAJA

Signature Over Printed Name

Raine Celine M. De Guzman

Mabini Tanauan, Batangas

Contact No. 096791638975

deguzmanraineceline@gmail.com



EDUCATIONAL ATTAINMENT

PRIMARY LEVEL

Dr. Alcantara Elementary School

2010-2016

Brgy. Mabini Tanauan City Batangas

SECONDARY LEVEL

Tinurik National High School

2016-2020

Brgy. Tinurik Tanauan City, Batangas

SENIOR HIGH SCHOOL

La Consolacion College Tanauan

2020 – 2022

Tanauan, Batangas

PERSONAL DATA

Age : 20

Sex : Female

Birth Date : June 06, 2004

Birth Place : Tanauan City, Batangas

Citizenship : Filipino

Religion : Roman Catholic

Civil Status : Single

Height : 5'4

Weight : 45

CHARACTER REFERENCE

Mrs. Leonida M. De Guzman

09619613344

Mabini Tanauan City, Batangas

I hereby certify that the above of all information is true and correct to the best of my knowledge and belief. And any false statements or misinterpretations shall be grounded for the denial of this application.

RAINE CELINE M. DE GUZMAN

Signature Over Printed Name