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Integration of Active Learning Strategies in Raising the Level of 21st Century Skills of Grade 10 Learners

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Abstract

Aim: This study attempted to determine the impact of the integration of Active Learning strategies in Araling Panlipunan 10 on the level of 21st century learning skills to Grade 10 Learners.

Methodology: This study used an experimental pre-test/post-test questionnaire that focuses on the effect on the 21st century skills among Grade 10 students upon the integration of Active Learning strategies. This was conducted to one section of Grade 10 learners, composed of 50 students of Sto. Tomas Integrated High School, located in Calauan, Laguna, Philippines. Purposive sampling method was used. The researcher conducted several active learning strategies particularly the think-pair-share, role-playing and community interviews. 21st century skills measured are the so-called 4C's namely Critical Thinking, Communication, Creativity and Innovation and Collaboration skills.

Results: Based on the results of the study, upon the integration of Active learning strategies, all of the 21st century skills of the learners improved. Likewise, their level on these skills also progressed. Significant difference from their pre-test scores and post-test scores also showed as all of these skills had a value of less than 0.05 level.

Conclusion: The 21st century skills of the learners were really upgraded or improved upon the integration of active learning strategies. With the use of those strategies, learners deepen their understanding of the given lessons. Active learning strategies also enable the learners to apply their learnings to real life situations or in the community as well.

Keywords: Active learning, Critical Thinking, Communication, Collaboration, Creativity and Innovation

INTRODUCTION

Educators of today use a wide range of teaching methods and strategies. They aim to prepare learners and help them to adapt to 21st century skills needed and required to acclimatize to the modern world and further employment. The major goal of the country's educational system is to produce educated and fully equipped citizens. Thus, teaching skills and literacy is a critical requirement for this goal. Also, educators serve as the society's front liners advocating this objective. Education facilitators as immediate implementers of the educational curriculum prioritized learner's achievement of academic success and assurance of their readiness in facing real-life challenges. This research highlighted the effects on the 21st century skills of the learners upon the integration of active learning strategies. These skills are vital in the society today as these are the skills needed for employment, career growth and development and others. This paper emphasized on the skills gaps that the learners of today is experiencing. Through the use of active learning strategies, the learners will enhance their 21st century skills.

However, learners of today acquire knowledge in a variety of ways. Teachers, upon realizing this, provide a variety of teaching methods and strategies to address this particular diverse way of learning. Here in the country's educational system and even in other countries, there is an emphasis on active learning. Teachers now focus on engaging them to other forms of direct teaching. Teachers now serve as facilitators or guides while letting the students learn or take an active part in the learning processes. Rather than being just passive listeners, students are now encouraged to create, solve, decide, and discover answers towards lessons presented by the teachers. Social Studies is a key tool in this changing world. It serves as the foundation of social development across the country and acts as an agent of change that transforms an individual into an effective citizen of the nation. Moreover, the Philippine K to 12 curriculum accentuates the role of social studies in developing the learners' literacy and effective engagement as a

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citizen of the country. In recent years, the challenges of daily life and work have undergone a transformation brought about by rapid advances in technology and globalization. Many employers and educators have noted that a new set of skills is required to succeed in this world of new challenges. Solutions that rely on fixed knowledge and linear thinking are being replaced by new solutions that require greater collaboration, flexibility and innovation in order to assimilate a range of changing perspectives and new technologies.

For many years, it has been identified that attitude towards every academic discipline is vital, thus, it affects performance. In a typical Social Studies class, most students show lack of interest, poor participation, and low comprehension. Rayos (2012) emphasizes that these are the factors that affect academic performance of students. With the type of students nowadays, it is also noticed that they are technologically influenced and physically and mentally active as well. So, instead of just focusing on discussing and recalling factual information and emphasizing on lower order thinking skills, teacher facilitators must focus on this vital information to create instructional materials that can address these issues. Let the students be a part of the teaching-learning process to improve their academic performance and increase the level of 21st century skills. 21st Century Skills consist of skills in communication, collaborative, creativity and higher order thinking skills. These 21st Century Skills were rooted from the IDEA Instructional Process as PIVOT 4A BOW Curriculum Delivery Process with the Embedded 21st Century Skills. The IDEA Instructional Process means Introduction, Development, Engagement and Assimilation. In the Introduction Phase, the process starts with Recalling the Core Knowledge that will enhance Communication Skills. The Development Phase will go through Remediation through Concepts and Skills to improve Collaboration. The Engagement Phase starts with Reflection on Cognitive Tasks to develop Critical Thinking Skills. The last phase, Assimilation, Relearning will be introduced by learning Core Values and Habits in Mind to ripen Creativity and Innovation. With the integration of Problem-based Learning strategies in Social Studies, all of these 21st century skills are being touched. Hence, integrating this kind of teaching strategy on Social Studies, the researcher assumed that it is a better strategy.

In their book, Watkins, et. al (2002) proposed four aspects of active learning - the Do-Review-Learn-Apply cycle or framework. This cycle highlights activity in learning (Do), the need for reflection and evaluation (Review), the extraction of meaning from the review (Learn), and the planned use of learning in future action (Apply). The cycle may be active over a long period of time (e.g. a design-and-make project) or a short time (a few minutes). Within the framework, the three recognized the importance of behavioral, cognitive, and social aspects of the learners. In that case, teachers craft several teaching methods that are student-centered and can get the students to do something either behaviorally, cognitively, or socially like questioning, discussing, writing, problem-solving, teamwork, peer teaching, and learning and being involved in hands-on experiments. Active learning definition differs from every person. They perceive things differently. However, there is an argument that students learn best by doing their learning in an active way, whether mentally or physically, and in doing so, they can construct or build their knowledge structures. Active learning also leads to an ability to think critically and solve problems.

Active learning is the concept of instruction that focuses on using student-centric instructor-led activities and instructional methods. Being a constructivism-based learning paradigm, active learning strategies criticised the traditional concept of learning wherein the external sources are considered as the sole medium of providing knowledge to the students. Targeting the idea of understanding instead of memorising active learning strategies are the deep learning approaches. For example, active learning instructional modules create this consciousness among the students that the knowledge is a self-construction-based concept and each student with this responsibility should work towards exploring new concepts and understanding them (Fitzsimons, 2014).

Workplace productivity can only be optimised with the presence of engaged and psychologically investing students. Thus, to promote the intellectual, emotional, and academic engagement of students there is a need for including activities aimed at supporting active learning, student-led practical projects, and applied academic skills in institutions. These activities build decision-making skills, communication skills, and evaluation skills. Active learning thus enables students in creating new opportunities for career development and coming up with innovations (Abubakr, et. al, 2017). Hence, to create the possibility of personality development of students and foster a productive youth culture, it is essential to promote the activities encouraging student engagement.

Since they are involved in the actual process, retention of facts, answers and solutions are most likely longer as compared to just factual information being told by the teachers. With this, Active Learning strategies are very instrumental for the teacher facilitator's pursuit to have positive learning outcomes and experiences. It is an opportunity for the students to learn more as they have the freedom to connect with the content of the lesson through movement, reflection or discussion, experimentation, and socialization, thus making them the center of the learning process. They will also develop the initiative to learn, create innovatively, critically think, and communicate more effectively and collaboratively.

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Interviewing is the most common form of selection for candidates or applicants for a position. Traditional face to face interviews or even group interviews are commonly used. If the learners are used to this kind of strategy, they are more satisfied, more educated, and even possess a deeper understanding of the concept. Since they are the ones asking and seeking for answers, they now compare, analyze, and weigh different options or perspectives aside from the ones presented during discussions in the classroom. Asking or interviewing develops or enhances the learner's communication skills, interpersonal skills, and social effectiveness skills. Their critical thinking skills are also touched and improved because of the different perspectives, comparisons, and differences of ideas that they get from the clients. The interviewing method is a kind of active learning strategy that supplements the students' previous knowledge and ideas which differ from other people's perspectives. Hence, the students are now more curious and determined to learn again. In a school setting, learning facilitators or teachers prepare students with communication skills. We let them speak, express, or detail their learnings. However, it is not only in the classroom setting on which they learn.

Role-playing is understood as an activity in which participants, in the framework of an analogous simulation, interpret a set of scenarios and actions based on reality. This allows them to understand the functions, situations, conflicts, needs, expectations and interests of different people in actual work environments, helping them develop the skills they need for their professional future. Role-play simulation was defined as an appropriate innovative strategy to be promoted because it is in line with the aims of the intervened courses. The use of simulations facilitate processes of social learning required for examined courses, which shows also the appropriateness of this innovative practice to enhance students' academic results. Finally, it is believed that this is a suitable strategy as it not only allow students to get a better understanding of the contents of these courses, but also for teachers to select which approach from this dynamic is the most appropriate to encourage active learning in the administration and finance academic field. Role play is the practice of having students take on specific roles and act them out in a case-based scenario for the purpose of learning course content or understanding complex or ambiguous texts (Boakye, 2021). As a teaching technique, it is perceived as an excellent tool for engaging students and allowing them to interact with their peers as they try to complete the reading task assigned to them in their specific roles. Using role play as a teaching technique enables students to become more engaged, as they respond to the text from the perspective of their assigned role. For example, role play allows students to apply content in a relevant, real-world context and enables them to break away from their normal self-imposed limitations or boundaries. In addition, students can think beyond the confines of the classroom setting and see the relevance of the content for handling real-world situations. Another advantage of role play is that it enables the instructor and students to receive immediate feedback regarding students' understanding of the content. Furthermore, this teaching technique enables students to engage in higher-order thinking and learning of content in a deeper way (Boakye, 2021)

Another advantage of role-playing is the increase in students' involvement towards understanding of the lessons. They are not just passive recipients of the teacher's knowledge, rather they take an active part in the discussion. Poorman also cited that true learning will not take place if students are just passive observers of the teaching process. Lastly, role-playing simulations teach empathy and understanding of different views and perceptions. Since they are portraying a certain role, learners now think critically and creatively to depict such a role. A role so ideal that if they were really in that particular situation, the learners possess the real attitudes, values, and beliefs of that particular person. Hence, retention of knowledge regarding the lesson is also remembered.

Another active learning strategy to be used by the researcher is the Think-Pair-Share method. Think-Pair-Share is a collaborative discussion strategy first used by Professor Frank Lyman and his colleagues in 1981 at the University of Maryland. This method or strategy got its name because of its three stages that students must undergo. The Think-Pair-Share method is first used to measure or enhance critical thinking of learners. It comes from three stages or phases. First stage of this teaching-learning strategy includes the teacher provoking the students to think about the question, prompt, or observation. This will take a few minutes for the students to think about possible answers, ideas, or solutions to the questions asked by the teacher. Next phase is the pair stage. This phase is done by using a partner or seatmate. The two will come up to talk and share their thought ideas about the question. They will now compare their answers, ideas, or notes and will decide for the best, most convincing, or essential. Last point of this strategy is the share component. The teacher will call each pair to share their thinking, answers, ideas, or solutions to the rest of the class. This explanation of the Think-Pair-Share is in accordance with the writings of Robertson (2006). With the use of the Think-Pair-Share strategy, students' critical thinking skills are enhanced. As defined and described by Laird (2008), critical thinking includes behaviors such as truth seeking, open mindedness, analytical propensity, systematic tendencies, and being inquisitive and mature cognitively. It is a meaningful, and self-controlled persuasion, which results in individual analysis, interpretation, and evaluation, as well as the thought process of the significant, conceptual, and contextual circumstance upon which judgment is based. Critical thinking is a disciplined, self-reliant

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cognitive process that will lead to high quality decisions, perceptions, and judgement through the reformulation of the thinking process of the questions being asked. Hence, for the enhancement and increased level of critical thinking skills of learners, as well as communication and collaboration skills, using the Think-Pair-Share teaching strategy is a big help and considered essential.

Objectives

This study attempted to determine the impact on the level of 21st century learning skills to Grade 10 Learners of Sto. Tomas Integrated High School, Calauan District, upon the integration of Active Learning strategies in Araling Panlipunan 10.

Specifically, it sought to answer the following questions:

1. What are the pre-test scores of the respondents on 21st-Century Skills in terms of:
   1.1 Critical Thinking
   1.1 Creativity and Innovation
   1.2 Collaboration, and
   1.3 Communication?
2. What are the post-test scores of the respondents on 21st-Century Skills in terms of:
   2.2 Critical Thinking
   2.2 Creativity and Innovation
   2.3 Collaboration and,
   2.4 Communication?
3. Is there a significant difference between the pre-test and post-test scores of the Grade 10 students upon using active learning strategies in terms of:
   3.1 Critical Thinking
   3.2 Creativity and Innovation
   3.3 Collaboration and,
   3.4 Communication?

Hypothesis

Given the stated research problem, the hypothess was tested on 0.05 level of significance:

The study speculated the hypothesis that there is no significant difference between the pre-test and post-test scores of learners upon the integration of Active Learning strategies.

METHODS

Research Design

An experimental pre-test and post-test design was used in this study to determine if integration of Active Learning teaching strategies uplifts the level of 21st century learning skills of Grade 10 learners. The term experimental research design is centrally concerned with constructing research that is high in causal (or internal) validity. Causal validity concerns the accuracy of statements regarding cause-effect relationships.

Population and Sampling

The researcher used a purposive sampling technique to this study. Purposive sampling is defined as a non-probability sampling technique used in research to select individuals or groups of individuals that meet specific criteria relevant to the research question or objective. This sampling technique is also known as judgmental sampling or selective sampling, and is often used when the population being studied is too small, too difficult to access, or too heterogeneous to use probability sampling methods.

The researcher used 50 respondents from his Grade 10 class. The respondents are the researcher students from Sto. Tomas Integrated High School, Calauan Sub-Office, Division of Laguna. They came from one (1) section of Grade 10 learners composed of 10 males and 40 females. As the purposive critical sampling method implies, the researcher selected these students because they are likely to provide important or unique insights towards the research questions. This is relevant to what the researcher wanted to focus and study. The researcher used video interviews, role playing, and think-pair-share strategies for his teaching.

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Instrument

The instruments of the study are composed of a researcher-made questionnaire and sample lesson plans in Active learning strategies. The first part of the test gathered the demographic information of the respondents while the second part aimed to measure the level of 21st-century learning skills of the respondents. The test was composed of 20 items in multiple choice types. It was validated by experts before proceeding to pilot testing.

Sample lesson plan that contained the three Active Learning strategies was administered to the group of respondents. The lesson tackled 3rd Quarter Araling Panlipunan 10 Gender Issue topics. The three strategies were presented in the lesson plan prepared by the researcher. Each of the strategies was presented with a series of activities and questions with regard to the 3rd Quarter lessons in Araling Panlipunan 10 curriculum. This lesson plan was designed to measure the level of the learner respondents 4Cs skills. First active learning strategy was the video interview, followed by role-playing simulations, and lastly, the think-pair-share strategy. The researcher assumed that these active learning strategies raised the level of 21st century skills of his learners.

Data Collection

The data were gathered, read, and analyzed following the objective of the study and in adherence to all protocols in the conduct of research. Likewise, as per the Data Privacy Act of 2012, the respondents were given parental consent or waivers for the sole purpose of this study. Active learning strategies was conducted by the researcher during the third quarter of SY 2022-2023. It took place at Sto. Tomas Integrated High School 10-Makiling classroom during their Araling Panlipunan class. The researcher first gave a 20 items pre-test with regards to Araling Panlipunan lessons of the third quarter. Afterwards, active learning strategies were introduced towards specific lessons. After all three active learning strategies were given, a 20 items post test was then given to the learner respondents to know if the said active learning strategies were effective.

Treatment of Data

Inferential statistic t-test at 0.5 level of significance was used in the study. The dependent samples t-test was used to test for the difference between the pre-test and post-test scores of the respondents.
To determine the pre-test and posttest mean performance of the Grade 10 students in Araling Panlipunan, the mean formula was used.

The T-test for dependent samples was used to determine the possible presence of significant difference in the Araling Panlipunan achievement of the group of students who were exposed to Active Learning Strategies.

Ethical Considerations

The researcher ensured that all research protocols involving ethics in research were complied with for the protection of all people and institutions involved in the conduct of the study.

RESULTS and DISCUSSION

This chapter provides the findings of the study. It also includes the presentation of data gathered, its analysis, and interpretation. The presentation of findings is based on the sequence of the statement of the problems such as, mean pre-test and post-test scores of the group of respondents as to their 21st century skills, the mean gain score of the groups respondents in Grade 10 exposed to Active Learning Strategies, significant difference between the pre-test and post-test scores of the Grade 10 student exposed to Active Learning Strategies, significant difference in the mean gain scores of the group respondents in Araling Panlipunan 10 as to their 21st-century skills. Furthermore, to find the significant effect of Active Learning Strategies to the 21st -century skills of the Grade 10 students in Araling Panlipunan at Sto Tomas Integrated National High School in the District of Calauan in Cluster 6, Division of Laguna, the following presentations are used:

Table 1: Distribution of Respondents Pre-test Scores in 21st-Century Learning Skills

Rating	Scores	Critical Thinking		Creativity and Innovation		Collaboration		Communication		Interpretation
		f	%	f	%	f	%	F	%	
Above 89	5	0	0	2	4%	0	0	1	2%	Mastery Level

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85-89	4	6	12%	8	16%	7	14%	7	14%	Moving Towards Mastery
80-84	3	18	36%	15	30%	14	28%	17	34%	Average
75-79	2	18	36%	23	46%	24	48%	17	34%	Low
70-74	0-1	8	16%	2	4%	5	10%	8	16%	Very Low
	Total	50	100%	50	100%	50	100%	50	100%	

Legend: Above 89 = Mastery Level; 85-89 = Moving Towards Mastery; 80-84 =Average; 75-79 = Low; 70-74 = Very Low

Table 1 shows the distribution of the respondent's pre-test scores in 21st-century skills. A total of 50 students took the test. Each skill is composed of five items of multiple choice. In terms of Critical Thinking skill, 8 students got 0-1 scores which comprised 16% of the total respondents, 18 students got a score of 2 and also 18 students scored 3 which is 36% respectively. Only 6 students got 4 points in critical thinking skill which resulted in 12% of the total respondents. None of the students scored 5 points with regard to critical thinking skill.

With regard to Creativity and Innovation skills, 2 learner respondents were placed under 0-1 scores for 4%, 23 scored 2 points for 46%, 15 respondents notched 3 points for 14%, 16% of the respondents scored 4 points comprising of 8 students, and only 2 learners scored perfectly 5 for 4% also. As per Collaboration skill, for 10%, 5 learners scored under 0-1, 48% or 24 respondents placed under the score of 2. 14 learners attained 3 points for 28% and 7 scored 4 points for 14%. None of the respondents scored 5 with regard to collaboration skills.

For the last skill which is Communication, only 1 student scored 5 points for 2% of the population. 7 students or 14% scored 4 points, 17 students scored 3 points for 34%, the same number of students who scored 2 points. 7 learners placed under 0-1 points for 16%.

The researcher observed that the learner respondents scored low on all four 21st century skills measured. Most of them are on the Very Low level and Low level. It is very clear and evident that the learners had minimal or their 21st century skills are not yet fully developing or improved. For instance, in Critical thinking skills, none of the learners scored five points or considered in the Mastery level. Meaning to say, learners are still enclosed just on the teachings dealt inside the classroom. Retention or understanding of the concepts are based only on their intellectual capacity. Needless to say, only a few of the learners understood the lesson. For the other skills, it also posted the same results. Only a few of the learners reached Moving towards Mastery level and Mastery of the content levels.

Table 2: Distribution of Respondents Post-test Scores in 21st Century Learning Skills

Rating	**Scores**	**Critical Thinking**		**Creativity and Innovation**		**Collaboration**		**Communication**		**Verbal Interpretation**
		f	**%**	**f**	**%**	**f**	**%**	**f**	**%**	
Above 89	5	24	48%	21	42%	23	46%	25	50%	Mastery Level
85-89	4	25	50%	28	56%	24	48%	21	42%	Moving Towards Mastery
80-84	3	1	2%	1	2%	3	6%	4	8%	Average
75-79	2	0	0	0	0	0	0	0	0	Low
70-74	0-1	0	0	0	0	0	0	0	0	Very Low
	Total	50	100%	50	100%	50	100%	50	100%	

Legend: Above 89 = Mastery Level; 85-89 = Moving Towards Mastery; 80-84 = Average; 75-79 = Low; 70-74 = Very Low

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Table 2 above shows the distribution of the respondent's post-test scores after the researcher integrated the use of active learning strategies. As compared to the previous table of their pre-test scores, data showed a great leap from the previous results. Upon the integration of active learning strategies, none of the learner respondents scored 0-1 points and 2 points respectively. Meaning to say, very low level and low-level learners from the previous data are no longer present. Truly, the strategy of incorporating active learning is really a great help for them. Likewise, average level learners from the previous table became relatively low because they've been upgraded to moving towards mastery level.

For Critical thinking skill, only one student or 2% of the total respondents scored 3 points; 25 learners or 50% scored 4 points and upgraded themselves to Moving towards Mastery Level from their previous level of Average; and lastly for Critical Thinking skills, 24 learners or 48% are now in Mastery Level of the content. It is very evident that the integration of active learning strategies made the learner respondents know more or mastered the ideas and concepts of the lessons presented by the teacher. Similar to Critical Thinking skill, there is also one learner respondent who scored 3 points or 2% also. 56% or 28 respondents scored 4 points and are now in Moving Towards Mastery Level, and 21 learners or 42% got a perfect score of 5 points and are now in Mastery level. Therefore, the Creativity and Innovation skills of the learners are also enhanced upon the integration of active learning strategies. As per Collaboration skill, 3 learner respondents scored 3 points or 6% of the total number of respondents and are now in the Average level; 24 learners or 48% are now classified into Moving towards Mastery Level, and 23 learners and a total of 46% were now in the level of Mastery. The last skill which is Communication, 4 learner respondents scored 4 points for a total of 8%; 21 scored 4 points for 42% and 25 learners or 50% scored 5 points to reach Mastery level.

Table 2 also showed a huge impact on the level of 21st-century skills of the learners upon the integration of active learning strategies of the teacher researcher. Learner respondents became more aware of the ideas, concepts and content of the lesson. It is very clear and evident that integrating these strategies on teaching Araling Panlipunan is effective and can raise the level of 21st-century skills of the learners. Therefore, if this positive scenario continues, the researcher believes that learners will reach their full potential of harnessing their 21st-century skills.

Upon the integration of active learning strategies like video interviews, role-playing, and the think-pair-share, data showed huge improvement on the post-test scores of the learners. After the intervention, none of the learners scored 0-1 and 2 points respectively. They were no longer ranked on the Very Low and Low levels also. Meaning to say, the integration of active learning strategies is really a great help for further understanding of the lessons presented by the teacher to the learners. The researcher witnessed a huge leap of improvements from the learner's outputs or scores from their test. All of their scores on the four 21st century skills had improved and showed very positive results. The data also revealed their spring or hike on their corresponding levels of mastery.

Table 3. Test of Difference in the Pretest and Posttest Scores of Grade 10 students upon using Active Learning Strategies.

Learning Skills	Pretest		Posttest		T	df	Sig. (2-tailed)
	Mean	SD	Mean	SD			
Critical Thinking	**2.44**	**0.91**	**4.46**	**0.54**	**4.369**	**49**	**0.000**
Creativity and Innovation	**2.70**	**0.93**	**4.40**	**0.53**	**3.809**	**49**	**0.001**
Collaboration	**2.46**	**0.86**	**4.40**	**0.61**	**5.149**	**49**	**0.000**
Communication	**2.52**	**0.99**	**4.42**	**0.64**	**7.190**	**49**	**0.000**

Legend: p value < .05 Significant p> 0.5 Not Significant

Table 3 reveals that all the Learning skills such as Critical Thinking, Creativity and Innovation, Collaboration, and Communication have a significant difference since all the variables have a value less than 0.05. Respectively the Critical Thinking, Collaboration, and Communication has a p-value of 0.000, still significant is the Creativity and Innovation with a p-value of 0.001.

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The table also shows the increase of mean from pre-test as compared to posttest, critical thinking increased from 2.44 to 4.46, Creative and Innovation from 2.70 to 4.40, Collaboration from 2.46 to 4.40 and Communication from a mean of 2.52 to 4.42. This increase in mean can be attributed to the introduction or use of Active Learning Strategies.

As a result, the performance of the group in their pre-test as compared to post-test shows a significant difference or there is an increase in their academic performance from pre-test to post-test in all the variables of 21st Century Learning Skills. The researcher clearly saw how effective the integration of active learning strategies was to the improvement of the level of the learner's 21st-century skills. It is very evident how it enhanced and uplifted their previous levels of mastery of the content presented. Since they were involved in the teaching-learning process, the students became well aware of the lessons, able to think critically, communicated more with their classmates, collaborated with each other, and lastly, created a more innovative, fresh, and unique kind of output. Their 21st-century skills of critical thinking, creativity and innovation, communication, and collaboration showed great improvement. The effectiveness of integrating those active learning strategies was clearly apparent and manifested in the results. It showed a significant increase in their scores as compared to their previous scores. The students are also more engaged and eager to learn more since their 21st century skills are developed. Likewise, their levels of mastery also upgraded. As the data showed, none of the learners are situated on the Very Low and Low levels since the integration of active learning strategies. Now, only 8% of students are considered on the Average level, 42% of the learners are in Moving Towards Mastery Level and half of the learners or 50% are now in the Mastery Level as shown in Table 2. Undoubtedly, integrating these active learning strategies upon teaching increased the level of 21st century skills of the learners.

Conclusion

Based on the findings of the study, the researcher drawn the following conclusions. First, the hypothesis stating that there is no significant difference between the pre-test and post-test scores of the learners is not sustained because there is an increase in their academic performance from pre-test to post test in all the variables of 21st Century Learning Skills. Therefore, the 21st-century skills of the learners were really upgraded and improved through the introduction and integration of the active learning strategies. Second, there is significant increase or impact on the level of 21st century skills among Grade 10 learners upon the integration of active learning strategies of video interviews, role-playing and the think-pair-share. And lastly, exposing the learners' acquired content of knowledge inside the classroom to real life situations or in the community helped them deepen their understanding of the lessons. Improvement of their 21st century learning skills are also improved. Their critical thinking skills upgraded, as well as their communication skills. Likewise, their creativity and innovation skills and collaboration skills towards their classmates also progressed.

Recommendations

Based from the results and conclusions of the study, the researcher hereby suggests the following recommendations. The teacher may consider adapting and using active learning strategies to enhance or uplift the level of 21st century skills of their learners. The teacher also has to craft and carefully plan his/her lessons so that 21st century skills can be touched and developed by the learners since these skills are very essential in today's societal needs. For the learners to be more prepared in the future, curriculum and education implementers must carefully design the materials for teaching. They must be well- exposed to real life situations so that their skills will develop. Teachers may involve the learners in the teaching-learning process to ensure that they take part in the discussions and to encourage them to practice their 21st century learning skills. Future researchers may use this study as a continuous project on raising the 21st century skills level of the learners.

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