

Experiential Learning Module and the Science Process Skills of Grade 8 Students

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Abstract

This study introduced the experiential learning cycle incorporated into a learning module to improve students' science process skills. Developmental research design was used to attain the study's objectives- to create a learning module that would develop students' science process skills; to determine the student's level of acceptability on the effectiveness of the learning module and the science process skills which includes basic, experimental and causal; to determine the relationship between the student's level of acceptability of the learning module and the science process skills of 79 Grade 8 students enrolled in Lutucan Integrated National High School and to determine if there is a significant difference in students' pretest and posttest scores after the utilization of the learning module. Based on the results from the researcher-made survey questionnaire, the level of acceptability of the students to the learning module in terms of acceptability, comprehensibility, attractiveness, and self-involvement are significantly related to their science process skills. Hence, the students' science process skills mastery may lead to better performance in science when applied with the learning module. Moreover, there is a significant difference between the pretest and posttest scores of the students after utilizing the learning module. These results suggest that incorporating experiential learning cycle into a learning material improved their science process skills. Therefore, incorporating the experiential learning cycle in the learning material develops and increases the students' mastery of science process skills.

Keywords: experiential learning cycle, learning module, science process skills