

Integrating Glocalization into the 5E Lesson Plan Model and the Enhancement of Student's Critical Thinking Skills in Araling Panlipunan

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ABSTRACT: This study explored the integration of glocalization into the 5E Lesson Plan Model and the enhancement of critical thinking skills among Grade 8 students in Araling Panlipunan, a core subject in the Philippine secondary education curriculum. Glocalization, a pedagogical approach that merges global and local perspectives, is increasingly relevant in today's diverse and interconnected learning environments. The 5E model encompassing Engage, Explore, Explain, Elaborate, and Evaluate provides an inquiry-based framework that encourages active student participation. Utilizing a quasi-experimental, non-equivalent control group pre-test-post-test design, the research involved 80 students from Col. Lauro D. Dizon Memorial Integrated High School, divided into experimental and control groups. The experimental group received glocalized instruction integrated within the 5E model, while the control group followed traditional teaching methods. The integration of glocalization was perceived as highly observed across all 5E components. Both experimental and control groups exhibited generally low performance in critical thinking prior to the intervention but in post-intervention, the experimental group significantly outperformed the control group across all components of critical thinking. Using paired t-tests, the improvements in both groups were statistically significant. The findings indicate a significant improvement in the experimental group's mean scores after exposure to the glocalized 5E Lesson Model, while no significant relationship was found between students' perceptions and their critical thinking skills in Araling Panlipunan.

KEYWORDS: Glocalization, 5E Lesson Plan Model, Critical Thinking, Social Studies, Araling Panlipunan

I. INTRODUCTION

Globalization, high-speed communication and transportation, and the advent of new technology have all contributed to the constantly shifting educational landscape. Glocalization, which is an educational process of adapting global ideas and concepts to match local instructional contexts, is a "portmanteau" of globalization and localization. Glocalization is bridging connections between global influences and practices to ensure relevant and meaningful impact towards local setting. Glocalization and critical thinking are pressing topics in the light of present-day education system as the Department of Education prepares global students hence its mantra "Globally competitive learners" with local inspirations. Hence, learners who are thinking globally but acting locally. Truly, glocalization is meeting halfway between global perspectives and local situations in learning the competencies provided by the curriculum. Ultimately, glocalization allows learners to see the global viewpoint in the lenses of local perspective which can bring more impact to the teaching and learning process.

The ever-changing educational landscape is brought by the advent of new technologies, high-speed communication and transportation, and globalization. The exchange of ideas, innovations, and education among different countries have paved the way for the diffusion of global perspectives and viewpoints. The term "globalization," which referred to the global influence of business and later culture, first appeared in English in the 1960s before the term "glocalization" was created (Roudometof, 2016). Different educational practices and benchmarking among international communities allowed the propagation of various teaching approaches, strategies and methodologies being applied inside and outside the classroom setting. Glocalized education in the teaching and learning process pertains to the practice of integrating both global perspectives and local situations of learners to allow a more holistic and relevant learning experience. Thus, the word glocalization or globalization and localization. It focuses on helping students understand global issues while grounding them in their local context, culture, and experiences. This approach enables students to see the connection between the global and local, fostering both global awareness and local action. As for the teachers, Radjuni (2021) emphasized that teachers need to think globally and act locally as changes in education and employment arena continuously evolve for the past 20 years.

Developing critical thinking skills is a major priority of the Philippine Department of Education, as emphasized in the Basic Education Development Plan (2022) and aligned with the goals of the K to 12 Curriculum. Despite reforms, Filipino students

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continue to perform poorly in national and international assessments such as the NAT and PISA, revealing persistent learning gaps. To address this, innovative teaching models that promote higher-order thinking are being explored. One promising approach is the integration of glocalization, teaching global concepts through local contexts into structured instructional frameworks like the 5E Lesson Plan Model. Araling Panlipunan, with its civic-oriented goals, provides an ideal platform to implement this strategy.

The 5E model (Engage, Explore, Explain, Elaborate, Evaluate) supports inquiry-based learning and can be enriched by glocalized content to improve learner engagement and cognitive development. Critical thinking, a cornerstone of 21st-century competencies, is not only crucial for academic success but also for lifelong decision-making and active citizenship. However, research remains limited on the combined effect of glocalization and the 5E model on students' critical thinking skills. This study aims to fill that gap by investigating how glocalized instruction within the 5E framework can enhance critical thinking among Grade 8 students in Araling Panlipunan, contributing valuable insights into curriculum innovation and pedagogical strategies in the Philippine context.

Research Paradigm

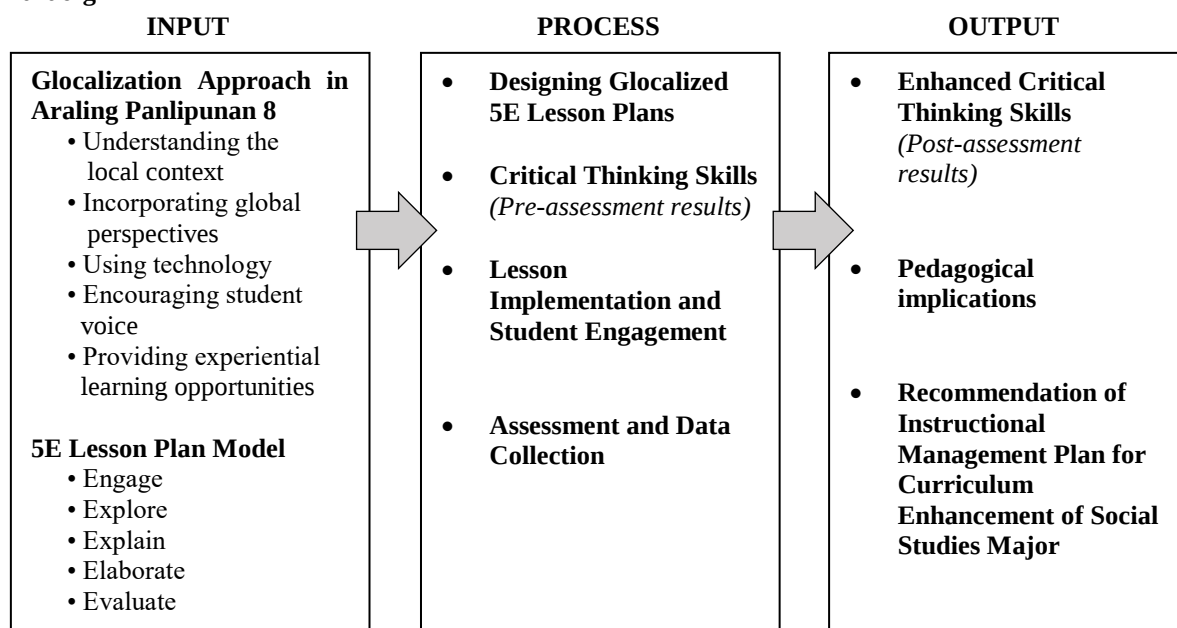


Figure 1. The Research Paradigm

All the variables related to the study are presented in the research paradigm to present a clearer study perspective.

This research paradigm revealed how the integration of glocalization teaching in Araling Panlipunan 8 into 5E lesson plan model can enhance student's critical thinking skills. Figure 3 reveals the study's input which is the integration of glocalization approach in teaching Araling Panlipunan 8 into 5E Lesson Plan model. Five sub-variables for glocalization approach includes understanding the local context, incorporating global perspectives, using technology, encouraging student voice, and Providing experiential learning opportunities. Five sub-variables for 5E Lesson plan model includes engage, explore, explain, elaborate, and evaluate. Lastly, the three sub-variables for critical thinking skills includes analyzing, evaluating, and reasoning. The Process includes designing glocalized 5E lesson plans, critical thinking skills pre-assessment results, lesson implementation and student engagement, and assessment and data collection. The expected output of the study involves enhanced critical thinking skills (post-assessment results), pedagogical implications, and recommendation of pedagogical framework for curriculum enhancement.

Statement of the Problem

This study aimed to investigate the integration of glocalization into 5E lesson plan model in teaching Araling Panlipunan and the enhancement of critical thinking skills of Grade 8 students in Col. Lauro D. Dizon Memorial Integrated High School.

Specifically, it aimed to answer the following research questions:

1. How do the students perceive the use of glocalization integrated in 5E lesson plan model in teaching Araling Panlipunan as to;
 - 1.1 understanding the local context (engage);
 - 1.2 incorporating global perspectives (explore);
 - 1.3 using technology (explain);
 - 1.4 encouraging student voice (elaborate); and
 - 1.5 providing experiential learning opportunities (evaluate)?
2. What are the pre-test scores of the experimental and control groups in terms of their critical thinking skills such as;

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- 2.1 Analyzing;
 - 2.2 Evaluating; and
 - 2.3 Reasoning?
3. What are the post test scores of the experimental and control groups in terms of their critical thinking skills such as;
- 3.1 Analyzing;
 - 3.2 Evaluating; and
 - 3.3 Reasoning?
4. What is the difference between the mean pre-test and post test scores of the experimental and control group in terms of their critical thinking skills?
5. Is there a significant difference between the mean pre-test scores and post test scores of the experimental and control groups in terms of their critical thinking skills?
6. Is there a significant relationship between the perception on the integration of glocalization in 5E lesson plan model and the critical thinking skills of Grade 8 students?
7. Based on the findings of the study, what instructional management plan can be developed for Social Studies Major to enhance the critical thinking skills of students through glocalization?

II. LITERATURE REVIEW

a) Glocalization in Education

Glocalization in education refers to a substantial change in the way curriculum and instructional methods are created to satisfy the demands of both local and global environments. The main conclusions and debates about the idea, its application, and its consequences for teaching methods are summarized in this overview of the literature. Glocalization is the process of incorporating local viewpoints into global frameworks while adapting global concepts and practices to local environments. In an effort to establish a more welcoming and culturally sensitive learning environment, it highlights the connections between local and global cultures (Robertson, 1995). This dual emphasis aids teachers in creating locally sensitive and internationally relevant curricula that meet the particular requirements of various student communities.

Glocalization is based on cultural responsiveness. Teachers are urged to acknowledge and take into account the cultural experiences and backgrounds of their pupils when developing their lesson plans. For example, history courses might help students develop a greater awareness of interconnection by contrasting important global events with local historical events (Gay, 2010). By increasing involvement and fostering intercultural competency, this method equips students to function in a multicultural society (Ladson-Billings, 1994). Several important factors must be taken into account while creating a glocalized curriculum:

Relevance. Teachers can improve student motivation and engagement by coordinating international curricula with regional settings. For instance, science courses in rural regions might concentrate on regional farming methods, but those in cities might discuss topics like pollution (Merryfield, 2000).

Cooperation. Teachers, students, and local communities work together more when glocalization is done well. This collaboration can result in curriculum that represent the needs and values of the community, such agricultural programs created in collaboration with nearby farmers (Hofstede et al., 2010).

Professional Development. To successfully apply glocalized curricula, teachers need continual professional development. Strategies for combining local knowledge with global material should be the main emphasis of training (Darling-Hammond et al., 2017).

Even with its advantages, glocalization in education has drawbacks. One significant barrier is the absence of standardized methods; every community has distinct cultural characteristics that call for customized solutions as opposed to a model that works for everyone (Steger, 2013). Furthermore, educators used to conventional teaching methods frequently exhibit reluctance to change, which might impede the adoption of novel practices (Fullan, 2007).

According to Faster Capital (2023), there are five strategies for adapting curriculum for glocalization namely; understanding the local context, incorporating global perspectives, using technology, encouraging student voice, and providing experiential learning opportunities.

Understanding the local context. The local context must be understood in order to modify the curriculum for glocalization. This entails being aware of the local community's history, culture, language, and customs. Teachers can modify the curriculum to reflect local culture and customs if they have a solid grasp of the local environment (Faster Capital, 2023).

Incorporating global perspectives. Understanding the local context is crucial, but so is taking into account global viewpoints. Teaching pupils about diverse cultures, beliefs, and customs is part of this. A history teacher might discuss the effects of colonialism in various regions of the world, for instance. In addition to giving students a global perspective, this will improve their comprehension of the local situation (Faster Capital, 2023).

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Using technology. One effective strategy for encouraging glocalization is technology. Teachers can exchange resources, work together on projects, and connect with classes worldwide through technology. For instance, a science instructor might collaborate on a joint experiment with a classroom in another nation. Students will be exposed to many cultures and customs in addition to learning about science (Faster Capital, 2023).

Encouraging student voice. Encouraging student voice in the classroom is crucial. Opportunities for students to express their opinions and thoughts should be provided. This will encourage glocalization in addition to helping them hone their critical thinking abilities. A language instructor might urge pupils to write about their experiences speaking several languages, for instance. Students will be exposed to different languages and cultures in addition to being able to reflect on their own experiences (Faster Capital, 2023).

Providing experiential learning opportunities. Opportunities for experiential learning have the potential to be an effective means of encouraging glocalization. Field trips, learning initiatives, and cultural immersion programs fall under this category. A social studies instructor might, for instance, organize a field trip to a nearby cultural museum for the class. This will foster empathy and understanding in addition to teaching kids about the local way of life (Faster Capital, 2023).

b) The 5E Lesson Plan Model

The 5E Lesson Plan Model is an instructional framework designed to enhance student engagement and learning through a structured approach that includes five distinct phases: Engage, Explore, Explain, Elaborate, and Evaluate. The theoretical underpinnings, methods of application, and advantages of the 5E model in educational contexts are all examined in this review of the literature. Constructivist learning theory, on which the 5E model is based, holds that information is not passively acquired but rather created by learners via experiences (Bybee et al., 2006). By emphasizing inquiry-based learning and active engagement, this method enables students to make connections between new and existing knowledge. The 5E paradigm promotes greater comprehension and concept retention by incorporating these ideas (Lesley University, 2024). The following parts of 5E lesson plan is discussed below:

Engage. The purpose of this first stage is to gauge pupils' past knowledge and pique their attention. During this stage, there may be demonstrations or provocative questions to pique interest (Edutopia, 2022). To encourage conversation and investigation, teachers could, for instance, provide a contradictory incident that relates to the lesson's subject.

Explore. During this stage, students take part in practical exercises that enable them to better explore ideas. In order to facilitate experiential learning, they collaborate to collect information and make observations (Suraasa, 2024). As students examine their findings, this investigation aids in the development of critical thinking abilities.

Explain. After inquiry, educators offer clarifications to help students grasp the material. In order to assist students, express their ideas and relate the new information to their experiences, this phase frequently consists of direct instruction or facilitated discussions (Gale Blog, 2023).

Elaborate. During the elaboration phase, students use what they have learnt in novel situations. Projects or extra experiments that broaden their understanding and foster creativity may be part of this (San Diego County Office of Education, n.d.). Students strengthen their learning by using what they have learnt in a variety of contexts. *Evaluate.* In the last stage, students' comprehension is evaluated using a variety of techniques, such as formative tests and reflective exercises. This assessment informs future instruction in addition to evaluating student achievement (Bybee et al., 2006).

c) Critical Thinking Skills

The ability to think clearly and logically about what to do or believe is a common definition of critical thinking. It calls for abilities like evaluation, inference, and analysis (Facione, 2011). Scholars stress that critical thinking is a disposition that necessitates a readiness to participate in reflective thinking, in addition to being a cognitive ability (Brookfield, 2012). Its ability to prepare students for issues in the real world and promote engaged citizenship highlights the importance of critical thinking in education (Ten Dam & Volman, 2004). In the complicated and quickly evolving world of today, critical thinking abilities are crucial for students. These skills encompass various cognitive abilities, including reasoning, evaluating, and analyzing.

Reasoning. The process of coming to conclusions using logical principles and the information at hand is known as reasoning. It includes both inductive reasoning, which derives generalizations from specific instances, and deductive reasoning, which applies general principles to particular cases (Facione, 2011). According to research, students' capacity to formulate cogent arguments and practice reflective thinking is improved when they increase their reasoning abilities (Halpern, 1998).

Evaluating. It entails determining the reliability and applicability of arguments and information sources. This ability is essential for recognizing logical fallacies, biases, and the veracity of statements (Brookfield, 2012). Students must interact critically with texts and media in order to be evaluated effectively, developing the habit of challenging presumptions and looking for proof (Paul & Elder, 2006).

Analyzing. It is the process of dissecting complicated information into its component elements in order to determine its structure and significance. This ability helps students to distinguish between facts and views, see patterns, and find connections between

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concepts (Ennis, 1987). Research indicates that the ability to think critically is essential for solving problems and making decisions in a variety of situations (Garrison & Akyol, 2009).

Critical thinking is recognized as a primary goal of social studies education. 97% of K–12 social studies teachers cited critical thinking as one of their main learning goals in an American Historical Association survey (Thinking Maps, 2024). This focus emphasizes the requirement for pupils to acquire higher-order thinking abilities that allow them to analyze sources, discover connections, and draw well-informed opinions about current events in addition to learning historical facts by heart.

Critical thinking plays a significant part in social studies in a number of important areas:

Knowledgeable Citizenship. The goal of social studies education is to make pupils knowledgeable citizens who are aware of their rights and obligations as well as democratic ideals. Students who use critical thinking are able to assess political discourse and participate actively in debates about public policy (Thinking Maps, 2024).

Media literacy. The capacity to evaluate information sources critically is essential in a time when false information is pervasive. Students learn how to navigate complicated media landscapes, find reliable sources, and identify bias in social studies courses (Thinking Maps, 2024).

Understanding Global Issues. Students are urged to examine intricate global issues including social inequality and climate change. They can analyze these problems and take into account the opinions of different stakeholders thanks to their critical thinking abilities.

Despite its significance, teaching critical thinking skills effectively is hampered by a number of issues:

Lack of Teacher Training. A lack of training opportunities centered on critical thinking abilities has left many educators feeling unprepared to teach it successfully (Karabulut, 2012).

Curriculum Restrictions. Teachers frequently prioritize rote memorization over the development of critical thinking skills due to the emphasis on standardized testing (Karabulut, 2012). Opportunities for more in-depth interaction with the content may be limited by this concentration.

Resource Limitations. The application of successful teaching techniques meant to foster critical thinking abilities may be hampered by a lack of access to educational resources that encourage active learning (IJMCER, 2023).

d) Instructional Management Plan

An Instructional Management Plan (IMP) is a structured framework designed to coordinate and guide the development, delivery, and evaluation of curriculum and instruction within a school or district. Its purpose is to ensure consistency and quality in educational programs by setting clear expectations and procedures regarding curriculum mapping, instructional resources, assessments, interventions, and lesson planning. Essentially, it organizes efforts to provide uniform and effective learning experiences for all students, supporting their academic growth and readiness for college and career (Sunflower County Consolidated School District, 2021).

The IMP serves as a strategic tool that supports educators by providing a structured approach to curriculum delivery and assessment, ensuring that all students have equitable access to high-quality instruction. It also fosters collaboration among teachers and administrators to continuously improve teaching practices and student outcomes. By standardizing these elements, the district can better monitor progress and make data-driven decisions to enhance educational effectiveness. In essence, an Instructional Management Plan is vital for creating a cohesive educational experience that prepares students for college and career readiness by aligning curriculum content, instructional strategies, and assessment practices throughout the district (Sunflower County Consolidated School District, 2021).

An IMP serves as a roadmap that empowers educators to create meaningful, engaging, and equitable learning environments. It fosters collaboration among teachers, administrators, and the community to collectively support student success. By providing clear guidance and resources, it helps teachers focus on what matters most: facilitating deep understanding and critical thinking in students (McCutchan et al., 1975).

In summary, an Instructional Management Plan is more than a procedural document. It is a strategic tool that aligns educational goals, instructional practices, and assessment to nurture student achievement and growth.

III. RESEARCH METHODOLOGY

This study employed a quasi-experimental research design, specifically a Pretest-Posttest Nonequivalent Groups Design, which involved two intact groups: a control group and an experimental group. Random assignment was not possible since respondents were already organized into sections, making this design the most appropriate. The control group received only pre- and post-tests, while the experimental group received a pre-test, treatment through the glocalized 5E Lesson Model, and a post-test. This approach was chosen for its stronger internal validity compared to one-group or posttest-only designs and its suitability in evaluating educational interventions. Data collection involved survey questionnaires and the respondents' pre-test and post-test scores, which were encoded, tabulated, analyzed, and interpreted.

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The study's respondents will be eighty (80) Grade 8 learners enrolled in Col. Lauro D. Dizon Memorial Integrated High School for School Year 2024-2025. The respondents will be selected using homogenous convenience sampling. Two regular sections consisting of eighty (80) heterogeneously-grouped learners will comprise this study's experimental group and control group during the fourth grading period. The section selection will be based on the recommendations of grade 8 teachers.

To gather the necessary data, the researcher developed three self-made semi-detailed lesson plans for the fourth grading period, anchored on the MELCs and integrated with a glocalization approach using the 5E Lesson Plan model. These plans, aligned with the K to 12 Curriculum Guide in Araling Panlipunan and designed to promote critical thinking skills, were evaluated by master and head teachers. A standardized pre-test and post-test from the DepEd learner's module in Araling Panlipunan, focusing on analysis, evaluation, and reasoning, were administered. In addition, a survey questionnaire was created to measure respondents' perceptions of the glocalization approach, consisting of five components with eight indicators each, adapted from glocalization literature and validated by master teachers and an English master teacher. Other assessment strategies such as classroom observation, reflective journals, peer evaluation, and self-evaluation were also employed to record learners' progress, engagement, and insights during the instructional process.

Descriptive statistics. Frequency and percentage will be utilized to determine the respondents' perception through a survey questionnaire. Weighted Mean and standard deviation will be used to determine the perceptions of the respondents.

Paired Samples T-test. This will be employed for the pre-test and post-test instruments. This will allow the researcher to compare the mean scores of the respondents on their pre-test and post-test assessment and also to find out whether there was a significant difference between the means of the pre-test and post-test scores of the experimental and control groups.

Pearson-moment correlation. The Pearson-moment correlation will be used in determining the perception of the respondents and how it may be related to the critical thinking skills of the learners. The data will undergo correlation test to determine if there is a significant relationship between the respondents' perception towards the integration of glocalization in 5E lesson plan and the post-test scores regarding the respondents' critical thinking skills.

IV. RESULTS AND DISCUSSION

This study explored the integration of glocalization into the 5E lesson plan model and its impact on the enhancement of Grade 8 students' critical thinking skills in Araling Panlipunan. The key findings aligned with the specific problems stated in the research are summarized as follows:

1. The integration of glocalization was perceived as "Highly Observed" across all 5E components. Students found the lessons engaging and relevant to their local context (Engage: $M = 3.67$), enriching with global perspectives (Explore: $M = 3.64$), technologically enhanced (Explain: $M = 3.63$), participatory (Elaborate: $M = 3.60$), and experiential (Evaluate: $M = 3.64$).
2. Both experimental and control groups exhibited generally low performance in critical thinking prior to the intervention, with most scores falling in the "Satisfactory" and "Fairly Satisfactory" ranges for Analyzing, Evaluating, and Reasoning.
3. Post-intervention, the experimental group significantly outperformed the control group across all components of critical thinking. For instance, 55% of experimental group students achieved "Outstanding" in analyzing, compared to only 22.5% in the control group.
4. The experimental group showed a larger mean gain in all critical thinking areas (Analyzing: +4.12, Evaluating: +3.88, Reasoning: +3.62), while the control group had only modest improvements (Analyzing: +1.96, Evaluating: +1.82, Reasoning: +1.38).
5. Using paired samples t-tests, the improvements in both groups were statistically significant ($p < .05$), but the effect was notably higher in the experimental group, particularly for Analyzing ($t = -14.69$) and Evaluating ($t = -10.65$).

Table 1. Test of Difference in the Control Group

Critical Thinking Skills	t	df	Sig. tailed)	(2- Interpretation
Analyzing	-6.43	39	.000	Significant
Evaluating	-5.56	39	.000	Significant
Reasoning	-6.26	39	.000	Significant

Legend: N=40, t= t value, df= Degrees of Freedom $p < 0.05$ -Significant $p \geq 0.05$ Not Significant

Table 1 presents the test of difference between the pre-test and post-test scores of students in the control group in terms of analyzing, evaluating, and reasoning skills. The highest computed t-value is in analyzing ($t = -6.43$, $p = .000$), indicating the greatest gain among the three sub-skills. The lowest computed t-value is in evaluating ($t = -5.56$, $p = .000$), though still

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statistically significant. All three critical thinking skills such analyzing, evaluating, and reasoning showed significant improvement even without the glocalized 5E model.

Table 2. Test of Difference in the Experimental Group

Critical Thinking Skills	t	df	Sig. (2-tailed)	Interpretation
Analyzing	-14.69	39	.000	Significant
Evaluating	-10.65	39	.000	Significant
Reasoning	-9.10	39	.000	Significant
Legend: N=40, t= t value, df= Degrees of Freedom		p <0.05-Significant		p ≥0.05 Not Significant

Table 2 shows the test of difference between the pre-test and post-test scores of students in the experimental group who were taught using the glocalized 5E lesson plan model. Among the three sub-skills, the highest computed t-value is in analyzing ($t = -14.69$, $p = .000$), showing the greatest improvement, followed by evaluating ($t = -10.65$, $p = .000$) and reasoning ($t = -9.10$, $p = .000$). All results were statistically significant, indicating a substantial enhancement in students' critical thinking skills after the intervention.

6. Correlation analysis revealed weak but positive relationships between students' perceptions of glocalization and their critical thinking skills. The highest correlation was observed between the "Explain" phase (use of technology) and analyzing ($r = 0.25$), suggesting that digital tools meaningfully contributed to cognitive gains.

Table 3. Test of Relationship of Critical Thinking Skills and Student Perception

Use of Glocalized 5E Model	Critical Thinking Skills		
	Analyzing	Evaluating	Reasoning
Understanding the local context (Engage)	0.181	-0.127	0.092
Incorporating global perspectives (Explore)	0.144	-0.048	-0.084
Using technology (Explain)	0.252	0.085	0.192
Encouraging student voice (Elaborate)	0.129	0.016	0.197
Providing experiential learning opportunities (Evaluate)	0.076	0.021	0.061

**** Correlation is significant at the 0.01 level (2-tailed).**

*** Correlation is significant at the 0.05 level (2-tailed).**

Table 3 elaborates the correlation values between Understanding the Local Context and critical thinking skills indicate weak relationships: analyzing ($r = 0.18$), evaluating ($r = -0.13$), and reasoning ($r = 0.09$). This suggests that incorporating local issues and realities during the engagement phase of the lesson slightly supports students' ability to analyze and reason, but may not be effective in developing evaluating skills. The negative correlation with evaluating implies that students might engage with familiar contexts on a surface level, without being challenged to critique or weigh alternative viewpoints. This finding is consistent with the study by Tamur et al. (2020), which emphasized that contextual learning enhances motivation and understanding, but its impact on evaluative thinking depends on how well the lesson prompts judgment and reflection.

The component Incorporating Global Perspectives yielded very weak correlations with all critical thinking skills: analyzing ($r = 0.14$), evaluating ($r = -0.05$), and reasoning ($r = -0.08$). These low correlation values suggest that simply introducing global themes in the exploration phase may not directly enhance critical thinking unless they are connected to tasks that involve comparison, interpretation, or decision-making. The slightly negative correlations with evaluating and reasoning suggest that if global content is presented without cultural relevance or critical discourse, students may find it difficult to engage deeply. This is in line with the findings of Radjuni (2021), suggesting that globalized content fosters higher-order thinking when learners are explicitly guided to analyze and reflect on the connections between global and local contexts.

Using Technology showed the strongest positive correlations among all components for the three critical thinking skills: analyzing ($r = 0.25$), evaluating ($r = 0.08$), and reasoning ($r = 0.19$). This indicates that the integration of technology during the explanation phase meaningfully supports students' cognitive processing, particularly in analyzing information and constructing logical arguments. Though still weak overall, the higher correlation with analyzing aligns with studies suggesting that digital tools such as simulations, videos, and interactive content enhance data interpretation and pattern recognition. This is in line with the study of Nur (2025) who examine the impact of interactive digital media on critical thinking. The results showed notable gains in learners'

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critical thinking scores when technology was integrated into instruction, with the most significant improvement observed in analytical skills.

The relationship between Encouraging Student Voice and critical thinking skills revealed weak but meaningful positive correlations: analyzing ($r = 0.13$), evaluating ($r = 0.02$), and reasoning ($r = 0.20$). This implies that allowing students to express their ideas, argue positions, and elaborate on content supports their reasoning development more than other aspects of critical thinking. The elaboration stage of the 5E model, when students actively reconstruct their understanding, is especially crucial for enhancing logical argumentation. Hermanto and Srimulyani (2022) found that when students are given voice and autonomy, they are more likely to reflect critically and organize their thoughts coherently, skills closely tied to reasoning.

The component Providing Experiential Learning Opportunities showed the weakest overall correlations with critical thinking skills: analyzing ($r = 0.08$), evaluating ($r = 0.02$), and reasoning ($r = 0.06$). These values suggest minimal influence on the development of critical thinking unless such activities are explicitly designed with reflection, discussion, or decision-making components. While experiential learning has great potential, it must be structured with cognitive scaffolding to translate into higher-order thinking. This evidence supports the idea that experiential tasks must be coupled with structured inquiry and reflection to foster deeper learning outcomes (Hikmah, Suryanti, & Wulandari, 2020).

7. Based on the results, an integrated glocalization-based instructional management plan was proposed to guide social studies educators in designing and delivering lessons that effectively foster critical thinking among junior high school learners:

INSTRUCTIONAL MANAGEMENT PLAN (IMP)

Recipient: Bachelor in Secondary Education Major in Social Studies– Practice Teachers

Research Title: Integrating Glocalization into the 5E Lesson Plan Model and the Enhancement of Student's Critical Thinking Skills in Araling Panlipunan

A. Rationale and Introduction

This Instructional Management Plan (IMP) anchors on the findings of the study which can serve as a guide for pre-service Social Studies teachers in implementing a glocalized 5E Lesson Plan Model during their practice teaching. It aligns with the research findings that glocalization (local + global integration) significantly improves students' critical thinking skills (Analyzing, Evaluating, Reasoning) in Araling Panlipunan.

The plan incorporates:

- ✓ **Engage (Local Context)**
- ✓ **Explore (Global Perspectives)**
- ✓ **Explain (Technology Integration)**
- ✓ **Elaborate (Student Voice)**
- ✓ **Evaluate (Experiential Learning)**

B. Objectives

By the implementation of this IMP, pre-service teachers should be able to:

1. Design glocalized 5E lesson plans for Araling Panlipunan 8.
2. Apply technology-enhanced strategies to explain concepts.
3. Facilitate student-centered discussions integrating local and global perspectives.
4. Assess critical thinking skills through experiential learning activities.

C. Instructional Strategies & Implementation Plan

Lesson Planning Framework (5E Model + Glocalization)

5E Model Phases	Glocalization Strategies	Sample Activities	Critical Thinking Focus
Engage (Local Context)	Use local case studies, oral histories, or community issues.	– Interview elders about local history. – Analyze a local economic issue.	Analyzing local data
Explore (Global Link)	Compare local events with global counterparts.	– Compare PH colonialism with other Asian countries. – Global trade vs. local livelihoods.	Evaluating similarities/differences

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5E Model Phases	Glocalization Strategies	Sample Activities	Critical Thinking Focus
Explain (Technology Integration)	Use digital tools (videos, infographics, virtual tours).	– Google Earth for historical sites. – use of Sutori, Smithsonian Online Museum. – Canva	Reasoning and presenting through multimedia
Elaborate (Student Voice)	Debate, role-play, or policy proposals, panel discussion, reporting	– “If you were a barangay captain, how would you address poverty?” – Mock UN session on climate change.	Evaluating arguments
Evaluate (Experiential Learning)	Fieldwork in the community or school, reflection papers, or project-based outputs.	– Community problem-solving project. – Digital portfolio of local-global connections.	Synthesizing knowledge

D. Assessment Tools

1. **Analytic Rubrics for Critical Thinking** (Analyzing, Evaluating, Reasoning)
2. **Reflection Journals** (Connecting lessons to real-world issues)
3. **Performance Tasks** (Debates, policy briefs, digital storytelling)

E. Monitoring & Evaluation

Aspect	Tool	Frequency
Lesson Implementation	Peer observation checklist	Weekly
Student Engagement	Perception survey (5E phases)	Quarterly
Critical Thinking Progress	Pre-test & post-test (Analyzing, Evaluating, Reasoning)	Quarterly

F. Recommendations for Pre-Service Teachers

1. Attend glocalization online workshops before practice teaching.
2. Collaborate with cooperating teachers to align lessons with DepEd competencies.
3. Use blended learning (face-to-face + digital tools).
4. Encourage student reflection after each glocalized activity.
5. Align lessons with the Revised K to 12 Curriculum Framework.

G. Expected Outcomes

- ✓ Improved critical thinking skills in students (based on research findings).
- ✓ Higher student engagement due to local-global connections.
- ✓ Enhanced digital literacy through tech-integrated explanations.
- ✓ Stronger contextualized and localized learning through experiential tasks.

V. CONCLUSIONS

Based on the aforementioned findings, the following conclusions are drawn:

Findings revealed that there is a significant difference between the mean scores of the experimental group before and after the exposure to glocalized 5E Lesson Model thus, the null hypothesis that “there is no significant difference between the pre-test scores and post test score of the experimental and control groups in terms of their critical thinking skills in Araling Panlipunan” is hereby not supported.

Findings revealed that there is no significant relationship between the perception of students and the critical thinking skills in Araling Panlipunan thus, the null hypothesis that “there is no significant relationship between students' perception of the

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integration of glocalization in the 5E Lesson Plan Model and their critical thinking skills in Araling Panlipunan is hereby supported.

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