

# Evaluating the Efficacy of Contemporary E-News Journal to Supplement the Teaching and Learning of Araling Panlipunan 10

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## **Abstract**

The study examines the efficacy of the Contemporary E-News Journal in supplementing the teaching and learning in Grade 10 Araling Panlipunan, with a focus on evaluating the e-learning website developed by the researcher, using the criterion standards provided by the Department of Education's Learning Resources Management and Development System. Another focus of the study is exploring the perception and problems encountered by teachers and students in using the Contemporary E-News Journal. The study utilized mixed methods as research designs. The research instrument utilized in the study is in the form of an evaluation tool, adopted from the DepEd-LRMDS Framework. Additionally, the Contemporary E-News Journal, an e-learning website developed by the researcher, was used. An interview was conducted among participants in the qualitative part of the research. The study reveals that the Contemporary E-News Journal obtained a descriptive evaluation in all criterion standards on internal evaluation, namely: content quality, instructional quality, and technical quality. Similarly, the e-learning website obtained a rating of very satisfactory in all external evaluation parameters, namely: integrity, learner focus, usability, accessibility, multimedia design, overall interface, and customizability/user preferences. Furthermore, positive perception among students and teachers was derived from the qualitative investigation, with themes ranging from the usefulness of an e-learning website and engaging content; however, information overload was also derived as a negative perception among participants. Additionally, the study qualitatively derived the problems encountered in the use of the e-learning website, among the themes were internet connectivity and inaccessibility due to financial constraints. The study concluded that the Contemporary E-News Journal, as an e-learning website, can be used as a supplement in teaching and learning Araling Panlipunan based on its very satisfactory rating, while the key recommendation of the study focuses on students and teachers to utilize the e-learning platform.

**Keywords:** E-Learning website, distance learning, evaluation

## **1. Introduction**

Since its implementation in 2012, the K to 12 Curriculum in the Philippines has provided thirteen years of basic education—beginning with one year of kindergarten, followed by six years of elementary, four years of junior high school, and two years of senior high school [8]. The program aims to equip learners with foundational and advanced skills, preparing them for higher education, employment, or entrepreneurship. It emphasizes lifelong learning, mastery of essential concepts, and real-world application through dynamic learning experiences. In Araling Panlipunan, the curriculum fosters critical

thinking, social awareness, patriotism, and global perspectives, aligning with the goal of nurturing reflective, responsible, and humane citizens [21]. The Araling Panlipunan 10 subject commonly known as “Kontemporaryong Isyu at Hamong Panlipunan”, focuses on learning themes about understanding the relevance of contemporary issues, environmental issues, economic issues, political issues, human rights and gender issues, and issues on civics and citizenships.

However, with the advent of the Matatag Curriculum, research on learning processes and the ever-changing needs of children prompted a re-examination and enhancement of the K-12 Curriculum. The Department of Education (DepEd) launched the creation of the MATATAG Curriculum, which aims to communicate the curriculum review process, set future directions, and provide a foundation for shaping papers in each learning area. The curriculum strongly emphasized the core 21st-century skills, integration of character education and citizenship, attention to cultural literacy and multicultural competence, and opportunities for pedagogical improvement [25]. Though the Matatag Curriculum sets to change the previous curriculum’s approach, foundations, and directions, no significant changes have been made to the curriculum guide of Araling Panlipunan 10 especially on learning competencies towards contemporary issues.

A local study in the Schools Division of Puerto Princesa City, Palawan specifically at Santa Monica National High School about the level of awareness on social trends and issues and Grade 10 Araling Panlipunan academic performance reveals students’ low awareness of social trends and issues of students in Grade 10 Araling Panlipunan which implies that there is learning gap needed to be enhanced in teaching contemporary issues. Also, significant relationship level of awareness on social trends and issues and academic performance implies the impact of students’ awareness on the subject matter, which means possible enhancement on the element of teaching Araling Panlipunan 10 can lead to positive impact on their academic performance. With the result of the study, the researchers would recommend enhancement on teaching Araling Panlipunan which could possibly be in form of instructional material augmentation and teaching strategies. Thus, the researcher thought that creating augmented learning resources could scaffolds learners’ engagement. The recommendation paves the way in the plan of development of Contemporary E-News journal.

The term “Contemporary E-News Journal” is derived from the three (3) important terms which literally describes its essence. “Contemporary” was used to parallelize the e-learning platform to the subject in Junior High School’s Social Studies 10 “Kontemporaryong Isyung at Hamong Panlipunan.” The E-News, in the name is the short term for electronic news, characterized by news easily accessible on the internet. Lastly, journal which means scholarly publication of news and articles written by experts. This is an integral part of the Contemporary E-News Journal which will supplement the content of the subject matter. Essentially, Contemporary E-News Journal a way to supplement teaching and learning Araling Panlipunan 10 – Kontemporaryong Isyu at Hamong Panlipunan by providing updated news and articles which can be a source of learning to provide more authentic learning towards contemporary trends and issues locally and globally.

The Contemporary E-News Journal is an interactive web and mobile application designed for Araling Panlipunan 10. It is real-time, authentic, asynchronous, interactive, and MELC-based. It delivers up-to-date local and international news, aligning learning content with current events. The platform supports asynchronous learning, making it accessible anytime, especially during class interruptions. It also offers engaging activities and assessments to enhance student interaction and participation.

The researcher, a Junior High School Araling Panlipunan 10 teacher, observed that since the K-12 implementation in 2012, learning materials remain outdated. A major challenge is the lack of updated printed and digital resources, with limited materials available on DepEd's LRMS and Commons platforms [7]. To address this gap, the study aims to evaluate the efficacy of the Contemporary E-News Journal as a web-based e-learning platform to help Araling Panlipunan 10 learners stay informed on current local and global issues.

## **2. Related Literature**

### **Contemporary E-News Journal as Supplement in Grade 10 Araling Panlipunan**

The subject of Grade 10 Araling Panlipunan focuses on contemporary trends and issues. Contemporary issues refer to significant problems and challenges that are occurring in present times, impacting various aspects of society including social, political, economic, and environmental concerns, which are continuously debated and discussed. Social problems as trouble spots within society and a social arrangement that does not work properly. Thus, the role of subject matter on contemporary trends and issues is vital to collective effort toward awareness and possible solutions in our society [9]. Thus, is posited that to further translate curriculum vision to reality, teaching materials that transcend from educational philosophy and pedagogical choices to realize the understanding of the objectives of present society as agreed by multiple stakeholders must be ensured [19].

Learning content and competencies must be aligned with the present social issues to make the lesson societally meaningful. Persistent social issues must be parallel with the approach called issues-centered social studies wherein, it can be open in teaching history, government, geography, and other social science-related courses [14]. It is further emphasized the focus on problematic questions that must be used to address and investigate to increase social understanding and active participation toward social progress. Thus, that curriculum to be introduced must align with the shifting social and political agreements that emerge as society progresses [5]. It is important to recognize that curriculum is not merely a collection of subjects; it is deeply embedded in cultural and political contexts. By deciding which knowledge and skills are prioritized for learners, the curriculum plays an important role in guiding the learner's outcome in the society. It influences what is considered valuable to learn and highlights the knowledge that should be preserved and transmitted across generations, ensuring that it reflects the values and aspirations of the community it serves.

Also, ensuring learning materials through the aid of technology provides advancement towards further learning of competencies especially on contemporary trends and issues. As proven by the study wherein there is a direct relationship between the use of e-learning tools and materials in the context of education, with the instructional practices and learner's achievement [1].

Several research was already employed to ensure curriculum up-datedness through technology intervention. Research conducted on teachers of Araling Panlipunan (Social Studies) in using instructional resources and investigated on the merits and demerits of teachers regarding their teaching content were evaluated. The conclusion indicated that the teachers in Araling Panlipunan possess strengths in various areas, including teaching content, learners' motivation, performance, and achieving educational objectives. Additionally, these teachers are effectively addressing problems encountered by utilizing instructional aids and resources [15].

Studies on learning materials in Araling Panlipunan – Contemporary issues was conducted to improve the content in teaching and learning process. In the study conducted on digital supplemental learning package

intended for Araling Panlipunan 10 to evaluate the significant impacts of the digital supplemental learning package in the subject of Araling Panlipunan [7]. This assessment aims to explore how this educational tool contributes to enhancing students' academic performance. Additionally, consider the various ways in which the digital resources engage learners, support diverse learning styles, and improve comprehension of key concepts within the curriculum. The study will also investigate the effectiveness of this innovative approach in fostering critical thinking skills and promoting greater student interest and involvement in the subject matter.

Similarly, integrated e-learning in a form of web-based assessment tools in teaching Araling Panlipunan 10 [37]. Online assessment, interactive videos and educational games were used in a web-based learning and assessment for students. Significant cause and effect relationship was established was connected between the was established between students' performance and the used of web-based educational assessment tool. Thus, it implies that internet use in education was very meaningful to improve learner's educational performance.

Technology e-learning tool in Araling Panlipunan attempts to improve student engagement and motivation. Relatedly supported by the research conducted Project PAIR (Portable and Accessible Instructional Resources) which is a web and mobile-based tool providing teachers and learners access conveniently to learning materials such as modules, activity sheets, video lessons, and audio lessons. Generally, the students emphasize ease of use of this technology and consider it highly valuable for it significantly affects their viewpoints and overall tendency to use the technology [11].

### **Content, instructional, and technical quality of Contemporary E-News Journal**

The Department of Education mandates that learning materials in any form will be subjected to evaluation, as stipulated in Guidelines and Processes for LRMS (Learning Resource Management and Development System) Assessment and Evaluation, section 6.3 on Educational Quality Evaluation Guidelines. The criteria for evaluating non-printed resources, such as an online website, include the following: a.) content quality, b.) the technical quality, and c.) instructional quality aspects. The abovementioned criteria will be used in internal evaluation of the Contemporary E-News Journal [27]

Criteria for content quality is further identified by Learning Resources Management and Development System. Content on learning object must be observed with consistency within its topics and skills reiterated by the Department of Education's learning competencies on all disciplines and grade level appropriately to support the enhancement, reinforcement, or mastery of specified learning goals [34]. While achieving the learning objectives, e-learning website's content must be characterized by its accurateness, up-to-datedness, logical development and organization. Sensitivity on cultural, gender, racial and ethnicity must also be observed in the content of an e-learning website. Stimulation of critical thinking on the content must also be used while being relevant to real-life situations is also an element that must be present. Language used within the e-learning website also plays critical role which must be appropriately written on level of the target user. Lastly, it is important that the content encourages positive values that foster the developmental growth of students [27].

Content quality is supported by the Demand Driven Learning Model [28] the structure of an e-learning website must consist of three (3) important foundations. One of which is content, characterized by its comprehensiveness, authenticity, and research based.

A study on a structured framework for evaluating quality standards of web-based e-learning systems revealed that content a crucial factor in the success of these platforms is their ability to engage users effectively, as it is the primary concern for students using e-learning sites [29]. Content quality as factor

includes learning materials and features presented in an e-learning website to the viewers, which it's the basic objective help learners in way of adjusting to their academic needs in an e-learning website system. There are sub-factors which can be an indicator towards efficacy of content quality on an e-learning website. Furthermore, in order to assure quality of the content it must be accurate and authentic so that e-learning system would be perceived as reliable learning source.

Research conducted on the evaluation of supplementary learning materials on a chosen economics topic employed an assessment tool from the Wisconsin Online Resource Center Interactive Learning Objects Quality Standards, which was adapted into a Likert scale to assess user feedback [41]. This scale was used by the researcher to evaluate the e-learning platform. The learning resource materials' effectiveness was determined with one of the criteria: Enhanced Learning which means learning resource materials and content must contribute on enhancing the learning of the certain topic.

Content quality is also used as assessment dimensions in the Indian Institute of Technology Bombay [37] on Learning Object Evaluation Instrument (LOBE) where the assessment tool utilized was in the form of rubrics in which they scored on a 4-level scale (missing, inadequate, almost, and complete) and primarily focuses on four (4) distinctive dimensions namely 1.) content quality, 2.) pedagogical alignment, 3.) design effectiveness, and 4.) integration of technology.

Web-based learning platforms must provide well-organized and efficient resources that enable students to complete their tasks easily. It is essential that the materials are clear, accurate, current, and relevant to guarantee effectiveness. Additionally, the website must feature a broad range of resources to accommodate the varied needs of learners, ensuring that everyone can find content is appropriate with their learning needs. High-quality learning content plays a significant role in shaping user satisfaction, which ultimately impacts their willingness to engage with and adopt the system. When learners have access to engaging and reliable material resources which students can be positively engaged their experiences, fostering both their continued use of the platform and their academic success [3]. This provides relevance on the importance of developing a platform that not only meets educational needs but also enhances the overall learning experience through diverse, well-crafted content.

Instructional quality is an important dimension in evaluating an e-learning website to assure pedagogical alignment. Instructional quality in learning resource materials ultimately contribute on enhancing the learning of the certain topic [41]. As outlined in Section 6.3 of the Guided Standards for LRMSD Evaluation and Assessment, which focuses on the Educational Quality Evaluation Guidelines, it provides detailed criteria and standards for assessing the educational quality of learning resources. Instructional quality is also influenced using graphics, colors, and sounds, which should serve instructional purposes while also being enjoyable, stimulating, challenging, and engaging. These guidelines emphasize the importance of evaluating various aspects of educational materials to ensure they meet the necessary academic and instructional standards, contributing to effective learning outcomes. Instructional quality in a learning object must be defined by the purpose of the material is clearly defined, and it effectively fulfills its intended goal. Learning objectives should be explicitly stated and measurable, with the difficulty measure being suitable for the target users. In order for students to facilitate users content presentation and control, the e-learning website must encourage creativity thinking. Furthermore, it is crucial to provide opportunities for feedback on the users' responses, which should be effectively incorporated into the website. Above all, the instruction within the e-learning platform should align with and build upon the target users' prior experiences [27].

Quality in instructional dimension of an e-learning necessitates the use of suitable instructional design and

technology. Instructional design technology involves a structured approach to creating educational programs. Instructional quality design as structured set of steps used to create educational and training programs in a reliable and consistent manner [35]. This process involves careful planning and organization to ensure that educational programs are effectively developed and delivered, aiming to facilitate optimal learning experiences for the target audience. It encompasses the design of content, strategies, and tools to achieve specific learning objectives in a structured and efficient manner. This approach relies on systematic and scientific methods, making it documentable, replicable, and capable of producing predictable results. At the same time, it involves creativity to identify and address instructional challenges effectively [27].

In the study conducted on the adaptation of the ADDIE instructional model in creating an educational website for language learning highlights the significance of instructional quality through design [16]. In this process, educators begin by crafting the instructional strategy, integrating various methods to help students grasp the content on the e-learning platform, while also determining the teaching approach and class duration. The study concludes that employing an effective instructional design is well-organized and enriched with suitable, innovative learning material and is effectively represented by the ADDIE model. In terms of technical quality of an e-learning resource, according to Section 6.3 of the Guided Standards for LRMDs Evaluation and Assessment, which focuses on the Educational Quality Evaluation Guidelines, outlines the standards and procedures for assessing the educational quality of learning resources specifically technical quality of a learning object which includes an e-learning system must be characterized by in screen displays (text) should be clear, easy to read, and visually appealing. Visuals is vital in an e-learning website by enhancing the user experience, so they must have qualities like clarity and ease of interpretation. Visual's accurate presentation of the concept while sustaining interest and does not distract user's attention is also an important criterion. Any user support materials must also be present and effective in an e-learning website. Also, the website design should enable the target user to navigate the content smoothly, with minimal system requirements, and be free of technical issues [27].

An assessment conducted in the study on determining success of an e-learning system through implementation of Delphi technique, website technical quality is defined by the e-learning website features a straightforward and adaptable user interface with well-designed icons. Additionally, users can easily recognize the website's functions, while it also provides a well-organized structure for course content and activities[3].

Furthermore, the importance of technical quality in graphic design is emphasized as a key criterion for a successful website. An e-learning platform should feature a well-thought-out design that includes consistent color schemes, uniform graphic layouts, legible text, graphics that complement the written content, appropriate use of animations, and animated elements that enhance the textual information. All these elements should come together to create a cohesive and visually appealing design [26].

### **Educational Soundness and Technical Specifications of Contemporary E-News Journal**

The DepEd LRMDs is designed to assess Section 6.2, the Educational Soundness General Evaluation Checklist. This checklist specifically evaluates learning websites based on the qualities of learning resources, teaching materials, and professional development resources, using the following general criteria: 1.) integrity, 2.) learner focus, 3.) usability, and 4.) accessibility [27].

Integrity is characterized by the content of an e-learning object is precise and consistent with the way knowledge is understood in the field. It facilitates learners in expanding and deepening their understanding of the subject matter. The content presents controversial topics with fairness and balance, adhering to

Department of Education curriculum policies where applicable. It employs the language, symbols, and representations specific to the content domain, supporting learners in understanding and applying them effectively. The following elements are correctly and appropriately utilized in the Contemporary E-News Journal which is terminology and expressions, symbolic representation and notations, representations on diagrams, and graphics. Additionally, the journal helps learners identify and distinguish between various viewpoints and perspectives presented within the content [27].

Learner focus as parameter of a non-printed material like e-learning website. LRMDs provides criteria that learning object must use content that is authentic and relevant to learners' real-life experiences, ensuring it is neither oversimplified nor trivialized. The content resonates with learners' real or imagined worlds, remains real-life applicable into the appropriate contextually, and enhances their social concepts by deepening understanding the world operationally and navigationally. The learning object depicts profile of its appropriate audience, aligning with the education pedagogically. Concepts are presented through multiple modes, including visual texts like pictures and diagrams, written, and spoken language, symbolic representations. Learning outputs are clearly outlined, and the content is structured to scaffold learning progressively. The learning object provides opportunities for learners to receive feedback, either directly within the resource or through external means. Additionally, prerequisite knowledge and learning task are identified with clarity, establishing level of relevance to previous learning to support a cohesive educational experience [27].

In terms of usability indicated in educational soundness of learning material stipulated by the LRMDs, the e-learning website must be user-friendly, requiring a reasonable amount of time and effort to navigate, with language that is suitable for the intended learners or users. Clear instructions are provided, explicitly outlining the website's purpose, processes, and intended outcomes. The design of the learning and information pathways is intuitive, ensuring that users can easily understand what actions to take and how to proceed through the content [27].

Further definition of usability which refers to users ease to operate an e-learning website, thus clarity on informations on target user and website must be observed [20]. It is defined as a set of qualitative attributes that ensure e-learning systems are easy to use, learn, and understand. It reflects the degree to which an e-learning system enables specific users to achieve their goals effectively, efficiently, and satisfactorily within a particular context of use [3]. It is emphasized that usability of an e-learning website as most important in contributing factor for quality information displayed in web portals [39]. Moreover, researchers argue usability, usefulness of e-learning content content, adequacy of information, accessibility, and interaction as five important factors on e-learning website.

Webqual as framework of evaluating e-learning website uses criteria of usability and service interaction which is similar to learner focus. Webqual is a specialized methodology designed to assess the quality of websites, focusing specifically on the perceptions and experiences of end users. This innovative approach is an extension of Servqual, a well-established framework created by Parasuraman for evaluating service quality across various sectors. Since its development in 1998, Webqual has undergone significant enhancements, resulting in refined question items and dimensions that effectively capture user perceptions. The current iteration, Webqual 4.0, is organized into three distinct research areas, each addressing critical facets of web quality. The first area examines the quality of information derived from information systems research, analyzing how well information is presented and understood. The second area explores interaction and service quality within the context of e-commerce and marketing information systems, focusing on user engagement and the overall online experience. The final area investigates

usability in human-computer interactions, emphasizing how easily users can navigate and utilize the website. Webqual proves particularly valuable for evaluating e-learning websites, as it prioritizes usability and the nature of service interactions to enhance the educational experience. This focus aligns seamlessly with a learner-centered approach, ensuring that the design and functionality of the website serve the needs and preferences of its users. Ultimately, Webqual functions as a robust tool for measuring website quality based on the authentic perceptions of end users, providing crucial insights for ongoing improvements [6]. In terms of accessibility as contributing factor on a successful e-learning website provided by the DepEd's LRMDs, it is important to give opportunities on learning materials, like online resources, to learners in struggling communities. Also, the resource of the e-learning website may demand less of facilitator's interference to operate with effectiveness on learning spaces. Accessibility factor on an e-learning website includes basic instructions, terminology, and materials in appropriate language of the users [27].

The website pages must be accessible to everyone, regardless of conditions visitors can open the website. When considering access to technology, it is crucial to address various infrastructure barriers that individuals may face. These include issues such as slow internet connectivity, outdated computer specifications, and the specific web browsers being used. Each of these factors can significantly hinder a person's ability to fully engage with new technologies, including smartphones and tablets powered by Android or iOS. Moreover, ensuring that the website is fully accessible and optimized for these mobile platforms is essential for providing an inclusive user experience [26].

Guidelines and Processes for LRMDs Assessment & Evaluation provides standards for Technical Evaluation Guidelines and Checklist which is derived from the LRMDs Technical Specification. The website is evaluated on the educational quality, usability of the e-learning resource and technological specifications which entails specifically about the multimedia design, overall interface, behavior of controls and system information, customizability/support for user preferences, data entry by user, and hyperlinks. The standards mentioned will be adopted on the context of evaluating the Contemporary E-News Journal. The evaluation on efficacy of the Contemporary E-News Journal will use multimedia design, overall interface and customizability/ support for user preferences [27].

Specifically, multimedia design of an e-learning website or learning object should meet the minimum graphic requirement provided by the Learning Resource Management and Development System. Media elements of the e-learning website instructions for accessing multimedia must be clear and precise. The e-learning website utilizes suitable forms of media to improve its presentation. It is important that the multimedia presentations in the e-learning website have a coherent layout, design, and background. On the e-learning website, every image is paired with an informative caption that provides users with clear and contextual explanations, enhancing their understanding of the visual content. Furthermore, all audio elements are accompanied by thorough textual transcriptions, ensuring that users can easily follow along and grasp the spoken information presented [27]. This thoughtful design caters to diverse learning needs, making the educational experience more accessible and engaging for all users.

Multimedia design is necessary for a quality and good website reflected on its navigation system (structure). The navigation structure refers to the sequential flow of information within a multimedia application. A well-designed navigation structure provides clear direction and organization for the information presented. This aspect of navigation pertains to the mechanism through which users move from one site to another, such as a menu system in a website. The overall appearance of a website is closely tied to the ease of navigation it offers. Effective navigation enables users to find their way around the website effortlessly and quickly locate the information they need. Navigation can be presented through

various media, including text, images, or animations. There are nine essential prerequisites for establishing effective and high-quality navigation: 1.) it should be easy to learn, 2.) it must be consistent, 3.) it should allow for feedback, 4.) it must appear in context, 5.) it should provide alternative options, 6.) it should account for time and actions required, 7.) it should convey clear visual messages, 8.) it should use straightforward and comprehensible labels, and 9.) it must support user goals and behaviors [26].

LRMDS technical specifications includes overall interface as which entails about the visual appeal of the design of an e-learning website. Effective visual design should emphasize a clean and simple aesthetic, ensuring that the presentation is not overwhelmed by unnecessary elements or extraneous information. By focusing on clarity and relevance, the design can guide the viewer's attention to the most important aspects, creating a more engaging and accessible experience. Also, the design of the e-learning platform should maintain consistency across all displays while providing ample information and guidance for users to navigate the resource effectively. Navigation within the materials must be clear, featuring consistent and distinct labels, buttons, menus, and overall layout. It is essential that the content, particularly text, is visually accessible, with appropriate font sizes, colors, and contrasts between the text and background. Users should always be aware of the next steps to take and be able to provide feedback regarding the system's status and responses. Additionally, it is important for users to know their current position within the resource, both in relation to its beginning and end. Users should also be informed when a new window will open [27].

Customizability or support for user preferences is vital towards effective website as it is a criterion presented in technical specifications by the Learning Resource Management and Development System of the Department of Education. An effective e-learning website should be designed with user accessibility in mind. For instance, it should offer the capability for users to adjust the font size of the displayed text, ensuring that it caters to individual reading preferences and needs. Additionally, the platform should include options for magnification, allowing users to enhance the visibility of content as required. Navigation throughout the website must be both clear and consistent, guiding users effortlessly from one section to another without confusion. It's crucial that users have the option to return to any previous state within the system, enabling them to pick up right where they left off or to revisit important information. Moreover, all functionalities should be easily accessible through both mouse and keyboard. This accessibility is particularly significant for users operating on desktop computers, as it provides a user-friendly experience. Finally, users should have control over the speed at which they progress through the material, allowing them to take their time to absorb information at their own pace. User preferences is similar to interaction on the user, as argued by investigation on student's learning performance and satisfaction in relations to their e-learning experiences [18]. The researchers considered interaction, course design, and interaction with peers as factors affecting their learning outcome and perceived satisfaction. It was concluded that interactivity of user learners as the most important predictor of learning outcomes and perceived satisfaction [27].

### **Perceptions and Problems Encountered in an E-Learning Website**

Positive perception among learners resulted in the utilizing web-based education in India. It was found that learners prefer e-learning because it provides degree of interconnection with their teachers, and most of the students find it very comfortable in learning in their own space and time [24]. Most of the students also find resources easy to access as major reasons to gravitate towards e-learning system. The study also indicates that e-learning technology provides accessible information which will prompt students towards attitude reformation. This finding is grounded in factors such as usefulness, self-efficacy, ease of use, and

student behavior toward e-learning. The study highlights the benefits of e-learning, including the ability to study from any location, which is not feasible with traditional face-to-face learning. Additionally, the study emphasizes that students perceive e-learning as providing a comparable educational experience to in-person classroom teaching, reinforcing the notion that e-learning mirrors the essence of face-to-face instruction [24].

Moreover, the research on learners' perception on e-learning not only provide positive impact but also much deeper explanation to student's engagement towards e-learning [38]. Two important findings were revealed, and these are usefulness perception and perception on ease of use of an e-learning website or platform. Improvement of student's independence, understanding of content, self-discipline, intrinsic motivation and social interactions were among the students' perceptions on utilizing an e-learning web-based module system. Most importantly, the student's perception on using the e-learning was positive due to its ease of use. This study implies that the inclusion of technology through e-learning web-based learning in education at the school is effective to deliver educational thrusts.

A study affirms positive perceptions of students towards e-learning websites [2]. The study conducted aims to assess the perception of students learning as a teaching modality which resulted to growing positive perception of e-learning among students because it enhances educational opportunities tremendously; however, it has been observed that the acceptance level towards E-learning is notably low among users [2]. To address this issue, further investigation is necessary to explore strategies that can enhance user confidence and fully leverage the growing array of opportunities presented by E-learning platforms. By identifying and implementing effective methods, we can work towards encouraging wider adoption and utilization in this increasingly digital educational landscape.

Learning through website has provided several positive feedbacks among various disciplines, negative perceptions were also observed among students. The study conducted on student's perception on e-learning in the university affirms that through qualitative content analysis of advantages and disadvantages of e-learning, it was conclude that the process and strategy of implementing website learning is much more relevant than students' perceptions as they have different backgrounds which plays as one of the variables. Thus, students were reluctant on e-learning with its benefit, and only male students with prior knowledge on computer and technology has positive attitudes towards e-learning [23].

E-learning is an important element of a blended learning approach in educational system which gains positive perception among students and teachers. A study on perception on blended learning and engagement which reveals students moderately perceived result which implies neutral perception of students in the use of blended learning, ultimately the use of e-learning. Thus, these problems encountered implies further readiness of students in the use of e-learning and blended learning approach [33].

In the study on students perceived quality of an e-learning system, it was revealed that students shared perception on e-learning as easy to utilize, and its usefulness in impacting learning positively with intention. It was also revealed that e-learning system positively impacts on learning community base on perception of students due to its quality and user's personalization [40]. As to the perceived challenges and problems encountered by the learners, the study further emphasize e-learning providers and designers to consider system quality, user's personalization, and academic community in improving ease of use and usefulness of an e-learning platform to impact positive perception of students to use e-learning. Highlighting the role of interactivity plays importance and influence on e-learning adoption in education [40].

In terms of perception and challenges encountered by teachers, high regards was revealed in the used of web-based learning [10]. Specifically, through the use of quantitative research teachers' perception of teaching the subject matter through online is high, however the challenges based on their perception is into great extent. Furthermore, the problems encountered by teachers in the use of web-based e-learning needs intervention from university to conduct capacity building training in order for teachers most especially older teachers to develop interesting content, describe and provided feedback in using e-learning system.

Problems on using e-learning system among learners also arises with the use of qualitative research [30]. Digital literacy emerged as another significant issue highlighted by the students. They emphasized that proficient learning through online instruction necessitates a strong foundation in digital literacy and knowledge. Furthermore, they pointed out that "students must understand online communication etiquette and be aware of one another's rights and responsibilities within online learning environments." Another challenge identified by participants was the difficulty of maintaining focus on a screen for extended periods, which they described as tedious and challenging. Additional issues included the lack of access to quality mobile devices and reliable high-speed Internet. Without a dependable Internet connection, both students and instructors may experience obstacles in their learning. The students also noted that online courses typically offer fewer opportunities for personal interaction between students and instructors compared to traditional classrooms, leading to a sense of isolation among learners [30].

### 3. Theory base

**Anchored Instruction Theory** by John Bransford is a framework that emphasizes the utilization of technology-based learning, and it is based on the instructional models of constructive learning theory. Technology serves as a vital tool in analyzing and understanding the complexities of the living world. It allows us to identify and articulate specific problems by using real-world data and observations as a foundation for inquiry. By raising pertinent questions about our environment and the challenges we face, technology facilitates a deeper exploration of these issues. Ultimately, this process leads to innovative solutions that address the problems identified, enhancing our ability to respond effectively to the dynamics of the living world [32]. Therefore, issues on learning Araling Panlipunan 10 could be augmented by utilizing educational technology in the form internet-based learning approach.

**E-Learning Theory** of Richard Mayer, John Sweller, and Roxana Moreno which primarily established multimedia instructional design principles and designed educational technology to promote effective learning by appropriating the cognitive level of students [13]. Its relevant constructs for the current study are the principles on designing and developing the e-learning platform.

**Constructivist Learning Theory.** A learner-centered model of education that emphasizes connecting new information with existing information based on schemas, and it includes experiential learning in the construction process [12]. Proponents of the believe that this learning theory encourage student's active engagement, motivation, critical thinking skills, and promotes autonomy and responsibility. This theory supports the Learners actively construct knowledge through experiences and interactions. Web Learning as application, with the use of interactive activities, problem-solving task, and simulations. Contemporary E-News Journal as web learning exhibits constructivist learning in the contextual field of Araling Panlipunan 10.

**Control Theory in Management.** This theory illustrates a very common and generic approach to develop, manage, and evaluate any project. It is often referred to as system of project management [17]. It has four

parts essential for managing a project and these are analyze, plan, implement and evaluate. The “analyze” component refers to desired standard for a project. The “plan” is an element capable of delivering an identified outcome or standard for a project. The “implement” in the system means to execute or to act in order to deliver the required outcomes. Finally, the “evaluate” corresponds to measure the efficacy of the project in comparison to the given standard. This theory will help in developing and evaluating the efficacy of the Contemporary E-News Journal.

#### 4. Methodology

This research utilized mixed method of research design which collects and analyze both quantitative and qualitative data in a single study. The mixed method of research is in sequential explanatory, an approach in which quantitative data is collected and analyzed first, followed by qualitative data collection and analysis. This design aims to use the qualitative data to help explain or elaborate on the quantitative findings. Quantitative design will be used on research questions on internal and external evaluation of the Contemporary E-News Journal. On other hand, qualitative research involves collecting and analyzing non-numerical data to understand concepts, opinions, or experiences will be used on research question perceptions and problems encountered of students and teachers while using the Contemporary E-News Journal.

The study was conducted at Schools Division of Puerto Princesa City, Palawan, and utilized non-probability convenience sampling, and divided in to four (3) phases. The first phase of the study was internal and external evaluation which utilized quantitative research, while the second, third and fourth phase of the study utilized qualitative research. Thus, this study is an explanatory mixed methods of research characterized by gathering quantitative data on its initial phase, then sequentially followed by qualitative data collection through interview.

In the first phase, the researcher selected five (5) internal evaluators and five (5) external evaluators. The internal evaluators were the teachers handling Araling Panlipunan 10 for at least one (1) year from both Mega School Category of Schools Division of Puerto Princesa City, specifically, Santa Monica National High School and San Jose National High School. The external evaluators are the following: 1.) Education Program Supervisor (EPS) in Araling Panlipunan, 2.) Department of Education Division LRMDs Coordinator, 3.) Two (2) Mass Media and Communication Expert at Palawan State University, 4.) Department of Education - Division Information Technology Specialist. The abovementioned internal and external evaluators were selected in the study because of two (2) important criteria: a.) background in the field of education especially in the subject matter of Araling Panlipunan 10, b.) expertise in educational technology and technical specifications of an e-learning website.

The second phase of the study was conducting revisions of the Contemporary E-News Journal from the consolidated report of the evaluation of internal and external evaluators.

Third phase of the study was utilization of Contemporary E-News Journal among 1,000 Grade 10 students from Santa Monica National High School and San Jose National High School, Schools Division of Puerto Princesa City, Palawan for at least three (3) weeks before the interview as inclusion criteria. Grade 10 students were selected in the interview because they are currently learning the Araling Panlipunan 10 in Junior High School which the Contemporary E-News Journal is applicable and used as one of the inclusion criteria for interview of students.

Also in the third phase, interview among selected students and teachers was conducted. The researcher utilized convenience sampling to select ten (10) Grade 10 students learning Araling Panlipunan 10, specifically five (5) from Santa Monica National High School and five (5) from San Jose National High

School. The convenience sampling was used only to present selected students perceptions and problems encountered and did not represent the perceptions of the general population who used the Contemporary E-News Journal. Selected students may be excluded due to failure to provide duly accomplished Informed Consent Form co-signed by their parents, and physical and mental readiness for interview are not observed. Lastly, for the interview among selected five (5) teachers, it is important to note that they are also the among the five (5) teachers involved in the internal evaluation in the first phase of the study.

To summarize the participants of the study, 20 individuals participated in the conduct of the study. 5 participants participated in the external evaluations, 5 teacher - participants for internal evaluations and interview, and 10 student participants for interview.

The researcher adopted questionnaire from Department of Education's Guidelines and Processes for LRMDs (Learning Resource Management and Development System) Assessment and Evaluation specifically on Educational Quality Evaluation Guidelines for internal evaluation, and Educational Soundness General Evaluation and Technical Specifications for external evaluation. The research questionnaire was on a 4 – point Likert scale ranging from Very Satisfactory (VS) being 4; Satisfactory (S) being 3; Poor being 2; and Not Satisfactory being 1. Two research questionnaires were produced for each type of evaluation. The internal evaluation questionnaire comprised of criterion standards of content quality, instructional quality, and technical quality. While the external evaluation questionnaire composed of seven (7) criterion standards namely integrity, learner focus, usability, accessibility, multimedia design, overall interface, and customizability.

On the formation of the Contemporary E-News Journal evaluated, the basic components are the content (news and articles) organized chronologically aligned with the Most Essential Learning Competencies of the Department of Education, specifically in assigned weekly. Every news and articles are accompanied by assessment in a form of learning activity, which can be found at the end of every reading content. The news and articles are organized in a website which can also be viewed in mobile devices.

Moreover, the researcher also developed questions which will be utilized during the interview on perceptions and problems encountered by the selected students and teachers in using Contemporary E-News Journal.

The data that collected in this study is through questionnaire and interview and followed the four (3) phases. For the first phase data gathering, internal and external evaluation will be conducted, and the researcher asked permission to the participants of the study through letter via email or direct letter to their respective offices. The internal and external validators used the questionnaire with 4-point Likert scale to evaluate the efficacy of Contemporary E-News Journal as supplement in teaching and learning Araling Panlipunan 10. The conduct of the study among the internal and external evaluators only covered an estimated one (1) hour to navigate and to evaluate the Contemporary E-News Journal which they can accomplish on their favorable time After the evaluation, second phase of the study was focused on the revisions of the Contemporary E-News Journal from the consolidated report of internal and external evaluation.

The third phase of the study was focused on the use of Contemporary E-News Journal and interview among selected students and teachers. The students used the Contemporary E-News Journal with at least three (3) weeks before the conduct of interview among selected students and teachers.

To the students and teachers who participated in the interview, the researcher provided a letter asking permission to their School Principal and Teacher. Informed Consent Form was provided to the respondents before data gathering.

In the manner of interview among selected students which was conducted individually in one session, the duration of the interview was a maximum of five (5) minutes and documented through audio recorder aside from the written report. The interview was conducted at the Child Protection Unit Office of the School with the presence of adult-in-charge, for a safe and secure environment of the students.

For the selected teachers, the interview was conducted individually at their faculty office on the designated area where they will not be disturbed during the interview with the duration of maximum of five (5) minutes and was documented through audio recorder aside from the written report.

The quantitative data gathered from the internal and external validators through questionnaire was analyzed through descriptive statistics. Statistical tool such as weighted mean was utilized to analyze the data quantitatively. Thematic analysis using Braun and Clarke Thematic Analysis Model was utilized to generalize the answer of the participants in the interview. Specifically, data that was gathered through interview undergo familiarization and coding to generate themes. Thematic analysis utilized inductive approach to determine themes from the answer of the participants from the interview.

## 5. Results and Discussion

### The Internal Evaluation of the Contemporary E-News Journal

The internal evaluation covers the three key criterion standards from Learning Resource Management and Development System (LRMDS) namely 1.) content quality, 2.) instructional quality, and 3.) technical quality.

#### A. Content Quality

**Table 1.1**  
**Content Quality of the Contemporary E-News Journal**

Criteria	Weighted Mean	Description
1. Appropriate use of language within the Contemporary E News Journal is observed.	4.0	Very Satisfactory
2. Positive values among learners towards their formative growth is observed within the materials used in Contemporary E-News Journal.	4.0	Very Satisfactory
3. Content of the Contemporary E-News Journal is aligned with essential competencies of the Department of Education, and the curriculum it is intended.	3.8	Very Satisfactory
4. Content of the Contemporary E-News Journal is authentic to real-life situations of the learners.	3.8	Very Satisfactory
5. Content within the Contemporary E-News Journal provides enrichment and reinforcement of learning competencies in Araling Panlipunan.	3.6	Very Satisfactory
6. Contemporary E-News Journal's material content is accurate.	3.6	Very Satisfactory
7. Content of the Contemporary E-News Journal is up-to-date.	3.6	Very Satisfactory
8. Content of the Contemporary E-News Journal is logically developed and organized.	3.6	Very Satisfactory

9. Content of the Contemporary E-News Journal is sensitive to material content about racial, cultural and ethnicity.	3.6	Very Satisfactory
10. Contemporary E-News Journal stimulates and promotes critical thinking.	3.2	Satisfactory
<b>Grand Mean</b>	<b>3.68</b>	<b>Very Satisfactory</b>

**Legend:** 0.5-1.49 – Not Satisfactory; 1.5-2.49 – Poor; 2.5-3.49 – Satisfactory; 3.5-4.0 – Very Satisfactory

The table 1.1 above shows the internal evaluation of the Contemporary E-News Journal in terms of content quality. The ten (10) criterion standard for content quality adopted from Guidelines and Processes for LRMDs has a grand mean of 3.68 which is equivalent to the description of very satisfactory. This implies that the Contemporary E-News Journal comply with mandate of Department of Education's LRMDs on content quality and followed the concept of content quality as it's basic objective help learners in way of adjusting to their academic needs in an e-learning website system [29]. Specifically, the Contemporary E-News Journal as an e-learning website provided content which can be use as supplementary reading material in teaching and reinforcing Grade 10 Araling Panlipunan in a way that develops students in all the aspects given by the curriculum. In which the curriculum standards stated that the e-learning website must be logically developed and developed while it promotes societal and cultural sensitivity. This is evident on the Contemporary E-News Journal used of the relevant contemporary issues which carefully threads to the society and child-friendly.

Furthermore, there are two (2) criteria which obtain highest mean score of 4.0, and these are "Appropriate use of language within the Contemporary E-News Journal is observed" and, "Positive values among learners towards their formative growth is observed within the materials used in Contemporary E-News Journal." The result can be attributed to the used of bilingual approach within the e-learning website. The use of Filipino language on the news and articles engages students in reading it as it is connected to their lesson in Grade 10 Araling Panlipunan.

However, the criterion "Contemporary E-News Journal stimulates and promotes critical thinking" obtains the lowest mean score of 3.2 which has the description of satisfactory. The result suggests that while the Contemporary E-News Journal meets the basic expectations in encouraging analytical thinking, it may lack more advanced activities or prompts that challenge learners to apply concepts in deeper ways. Enhancing this aspect such as by incorporating problem-solving tasks, open-ended questions, or real-world case scenarios will further strengthen its instructional quality and learner engagement of the e-learning platform.

## B. Instructional Quality

**Table 1.2**  
**Instructional Quality of the Contemporary E-News Journal**

Criteria	Weighted Mean	Description
1. The Contemporary E-News Journal is enjoyable, stimulating, challenging, and engaging.	3.8	Very Satisfactory
2. Learning objectives in the Contemporary E-News Journal are stated with clarity and attainability.	3.8	Very Satisfactory
3. Target user in the Contemporary E-News Journal let learners control the presentation of the content according to their pace.	3.8	Very Satisfactory

4. Purpose of the material within the Contemporary E-News Journal is well defined.	3.6	Very Satisfactory
5. Difficulty of the Contemporary E-News Journal is appropriately intended on the cognitive capacity of the learners.	3.6	Very Satisfactory
6. Graphical presentations within the Contemporary E-News Journal are used for appropriate instructional reasons.	3.6	Very Satisfactory
7. Material within the Contemporary E-News Journal achieves its defined purpose.	3.4	Satisfactory
8. Avenue for learner's feedback is observed within the Contemporary E-News Journal.	3.4	Satisfactory
9. Instruction in Contemporary E-News Journal is related to the learner's current and previous experiences.	3.4	Satisfactory
10. The Contemporary E-News Journal effectively promotes creativeness of the learners.	3	Satisfactory
<b>Grand Mean</b>	<b>3.54</b>	<b>Very Satisfactory</b>

**Legend:** 0.5-1.49 – Not Satisfactory; 1.5-2.49 – Poor; 2.5-3.49 – Satisfactory; 3.5-4.0 – Very Satisfactory

The table 1.2 above shows the internal evaluation of the Contemporary E-News Journal in terms of instructional quality. The ten (10) criterion standard for instructional quality adopted from Guidelines and Processes for LRMDs has a grand mean of 3.68 which is equivalent to the description of very satisfactory. The result implies that the instructional quality has been achieved by Contemporary E-News Journal following the criterion standards of the Department of Education's LRMDs. Also, the Contemporary E-News Journal as learning resource material positively affirmed by teachers to contribute on learning, as asserted that instructional quality in a learning resource material must ultimately contribute on enhancing the learning of the certain topic [41].

There are three (3) criteria tied with the highest mean at 3.8, namely no. 2.) Learning objectives in the Contemporary E-News Journal are stated with clarity and attainability; no. 1.) The Contemporary E-News Journal is enjoyable, stimulating, challenging, and engaging; and no. 3.) Target user in the Contemporary E-News Journal let learners control the presentation of the content according to their pace.

Firstly, the very satisfactory rating for clarity and attainability of learning objectives indicates that the learning goals set within the Contemporary E-News Journal are well-articulated and realistic. This can be attributed that the users can clearly understand what is expected of them and are confident that the objectives are within reach. Clear objectives play a crucial role in effective learning design, as they guide both the content development and the learner's focus. The content evaluation of the Contemporary E-News Journal is aligned with consistency of the learning objectives must be observed to support the enhancement, reinforcement or mastery of specified learning goals [34].

Secondly, the Contemporary E-News Journal being described as enjoyable, stimulating, challenging, and engaging suggests that it successfully captures the interest of its users while maintaining cognitive learning. This can be explained with the engagement as a key element in sustaining motivation and ensuring active participation in using the e-learning platform. The ability to engage users effectively as crucial factor of an e-learning website [29]. The fact that respondents found the material both enjoyable and challenging also indicates a balance between entertainment and academic value, which is essential for achieving the learning competencies.

Lastly, the very satisfactory response to the learner-controlled pacing of content emphasizes the importance of flexibility of the Contemporary E-News Journal as supplemental learning materials. Allowing learners to move through content at their own pace caters to different learning styles and speeds, thereby fostering autonomy and reducing cognitive overload. This feature can be particularly beneficial in asynchronous instruction and adult learning settings where self-directed learning is emphasized.

However, the criteria with the lowest mean at 3 which still equivalent to satisfactory is no. 10.) the Contemporary E-News Journal effectively promotes creativeness of the learners. This implies that the e-learning website achieved just minimum requirements in promoting creativity among learners. This can be attributed to the activities still lacking on exploring the creative mindset of students within the e-learning platform. The relatively lower rating may also be attributed to the nature of the activities and content provided in the platform. It is possible that while the Contemporary E-News Journal succeeds in engaging learners and delivering content clearly, it may not sufficiently include open-ended tasks, project-based learning components, or multimedia creation opportunities that challenge students to go beyond rote learning and apply their imagination and original thinking.

## C. Technical Quality

**Table 1.3**  
**Technical Quality of the Contemporary E-News Journal**

Criteria	Weighted Mean	Description
1.Screen displays (text) of the Contemporary E-News Journal are organized, readable, and graphically pleasing.	4.0	Very Satisfactory
2.Visuals of the Contemporary E-News Journal is interesting however user's attention is not distracted	3.8	Very Satisfactory
3. The Contemporary E-News Journal will run using minimum system requirements.	3.8	Very Satisfactory
4. Presentations of visual within the Contemporary E-News Journal are clear and easy to interpret.	3.6	Very Satisfactory
5.Visuals of the Contemporary E-News Journal provides precise representation of the concept presented.	3.6	Very Satisfactory
6.The design of the Contemporary E-News Journal provides opportunity to learners to explore freely within the material.	3.6	Very Satisfactory
7.Technical problems within the overall of Contemporary E-News Journal is not observed.	3.4	Satisfactory
8.The user support materials of any kind is effective.	3.2	Satisfactory
<b>Grand Mean</b>	<b>3.6</b>	<b>Very Satisfactory</b>

**Legend:** 0.5-1.49 – Not Satisfactory; 1.5-2.49 – Poor; 2.5-3.49 – Satisfactory; 3.5-4.0 – Very Satisfactory  
Table 1.2 presents the internal evaluation results of the Contemporary E-News Journal in terms of technical quality, based on eight (8) criterion standards derived from the Department of Education's Guidelines and Processes for LRMDs. The grand mean of 3.6, which corresponds to a "very satisfactory" rating, indicates strong compliance with established technical standards for e-learning materials.

This result implies that the Contemporary E-News Journal effectively meets key technical requirements such as functionality, usability, accessibility, responsiveness, and overall interface design. A very

satisfactory rating suggests that users found the platform to be technically reliable and easy to navigate, which are essential for maintaining learner engagement and delivering a seamless educational experience. Moreover, technical quality is a crucial criterion for the success of educational websites. High technical quality not only enhances the user experience but also ensures that content is delivered efficiently and effectively across various devices and learning environments [26].

Among the eight technical quality criteria assessed, criterion no. 1 "Screen displays (text) of the Contemporary E-News Journal are organized, readable, and graphically pleasing" obtained the highest weighted mean of 4.0, which corresponds to a "very satisfactory" rating. This result highlights the strength of the platform's visual and interface design. The very satisfactory rating indicates that teachers as internal evaluators found the textual content well-structured and easy to read, which is essential for maintaining user engagement and facilitating learning. Organized and visually appealing screen displays help reduce cognitive load, allowing learners to focus more effectively on the content rather than on navigating or deciphering poorly presented information.

While the overall technical quality of the Contemporary E-News Journal received a very satisfactory rating, criterion no. 8 "The user support materials of any kind is effective" obtained the lowest weighted mean of 3.2, which is descriptively equivalent to "satisfactory." This suggests that, although the support materials meet minimum expectations, there is still a notable room for improvement on the e-learning website.

User support materials play a crucial role in assisting learners, especially in self-paced or remote learning environments. These may include guides, tutorials, help buttons, tooltips, or access to technical assistance. The lower rating indicates that teacher-users may have found the existing support insufficient, unclear, or difficult to access, which could hinder the learning experience for learners who encounter difficulties navigating the e-learning website or understanding its features.

Overall, the technical quality evaluation reinforces the Contemporary E-News Journal's strength as a technically sound e-learning tool that adheres to DepEd LRMS standards, thus supporting its potential for widespread implementation in the digital education landscape.

### **The External Evaluation of the Contemporary E-News Journal**

The external evaluation of focuses on educational soundness general evaluation and technical specifications mandated by the Learning Resource Management and Development System. Specifically divided into seven (7) criterion standards namely: Integrity, learner focus, usability, accessibility, multimedia design, overall interface, customizability/support for user preferences.

#### **A. Integrity**

**Table 2.1**  
**Integrity of the Contemporary E-News Journal**

Criteria	Weighted Mean	Description
1. Contemporary E-News Journal anchors students' ability to think deeper with content material used.	3.8	Very Satisfactory
2. The Contemporary E-News Journal follows the DepEd curriculum standard on balance and fairness with issues presented in the content.	3.8	Very Satisfactory

3. The Contemporary E-News Journal utilized appropriate language and icons which helps learners in using e-learning material.	3.8	Very Satisfactory
4. The Contemporary E-News Journal incorporates properly the terminology and expressions, symbolic representation and notations, representations on diagrams, and graphics	3.8	Very Satisfactory
5. Content of the Contemporary E-News Journal precisely incorporated and deliberates the ways in which content knowledge is conceptualized within the domain.	3.6	Very Satisfactory
6. The Contemporary E-News Journal helps learners in providing different points of perspectives presented in the content.	3.6	Very Satisfactory
<b>Grand Mean</b>	<b>3.73</b>	<b>Very Satisfactory</b>

**Legend:** 0.5-1.49 – Not Satisfactory; 1.5-2.49 – Poor; 2.5-3.49 – Satisfactory; 3.5-4.0 – Very Satisfactory

The table 2.1 above shows the external evaluation of the Contemporary E-News Journal based on Guidelines and Processes for LRMS (Learning Resource Management and Development System) Assessment and Evaluation specifically on Educational Soundness General Evaluation criteria on Integrity which obtains mean of 3.73 equivalent to very satisfactory descriptively. The very satisfactory rating in the integrity criterion highlights the strength of the Contemporary E-News Journal in maintaining content accuracy and alignment with academic standards. This suggests that the e-learning website not only delivers reliable information but also promotes critical thinking by presenting diverse perspectives in a balanced manner. It is also evident that the proper use of subject-specific language, symbols, and visuals enhances learners' comprehension and ensures that the e-learning website's content is both contextually appropriate and pedagogically sound. Also, result is attributed on the Contemporary E-News Journal as an e-learning resource adheres strongly to accurate concepts, deepening of knowledge, fairness and accordance with the DepEd curriculum standards, as it defines integrity pertaining to the accuracy and consistency of content with established knowledge, using appropriate language, symbols, and representations to support learner understanding [27]. As such, the Contemporary E-News journal can be considered a reliable and credible learning resource within the LRMS framework.

## B. Learner Focus

**Table 2.2**  
**Learner Focus of the Contemporary E-News Journal**

Criteria	Weighted Mean	Description
1. Contemporary E-News Journal creates an avenue for target users to provide feedback on the system.	3.8	Very Satisfactory
2. The Contemporary E-News Journal aligns with educational goal or curriculum are of the target users.	3.8	Very Satisfactory
3. The Contemporary E-News Journal is consistent with learners' ability to comprehend in terms of various modes which is text, verbal texts, visual representations, and oral texts.	3.8	Very Satisfactory
4. Learning objectives in the Contemporary E-News Journal are made visible to learners/users.	3.8	Very Satisfactory

5. Content within Contemporary E-News Journal is structured to scaffold learning.	3.4	Satisfactory
6.Pre-requisite knowledge/skills in the Contemporary E-News Journal are identified with clarity, and relevance to the previous content is observed.	3.4	Satisfactory
7.The Contemporary E-News Journal provides content which is appropriately authentic and relevant for the target users.	3.4	Satisfactory
<b>Grand Mean</b>	<b>3.62</b>	<b>Very Satisfactory</b>

**Legend:** 0.5-1.49 – Not Satisfactory; 1.5-2.49 – Poor; 2.5-3.49 – Satisfactory; 3.5-4.0 – Very Satisfactory

The table 2.1 above shows the external evaluation of the Contemporary E-News Journal based on Guidelines and Processes for LRMDs (Learning Resource Management and Development System) Assessment and Evaluation specifically on Educational Soundness General Evaluation criteria on Learner Focus which obtains mean of 3.62 equivalent to very satisfactory descriptively. The result implies that the Contemporary E-News Journal complies with LRMDs' framework of learner focus which focuses on authenticity of learning experiences, objectiveness, target identifications, scaffolding of learning, and feedback from the users. Learner focus emphasizes the use of authentic, relevant content that connects with learners' real-life experiences and developmental needs. It ensures materials are pedagogically appropriate, presented through various modes, and structured to support progressive learning, feedback, and continuity with prior knowledge [27]. This level of quality suggests the resource is usable and beneficial in classroom settings, contributing positively to learner experiences and comprehension. By incorporating real-life contexts in form of news and articles and authentic learning tasks, the Contemporary E-News Journal effectively connects with learners lived or imagined experiences at present society, thereby increasing motivation and meaningful learning. The integration of various content including images, text, and symbols caters to different learning styles and helps clarify complex concepts. Additionally, the presence of clearly defined learning outcomes in a form MELCs (Most Essential Learning Competencies), feedback mechanisms, and prerequisite knowledge ensures that learners can track their progress and relate new concepts to prior understanding.

This degree of learner-centeredness of the e-learning website is vital in digital learning environments, where contextualized learning experiences contribute to deeper comprehension of lessons. Overall, the results affirm that the Contemporary E-News Journal is not only instructionally sound but also learner-responsive, making it a valuable resource for both teachers and students within the DepEd system.

## C. Usability

**Table 2.3**  
**Usability of the Contemporary E-News Journal**

Criteria	Weighted Mean	Description
1. Instructions with clarity in using is present in the Contemporary E-News Journal	3.6	Very Satisfactory
2. The design of the Contemporary E-News Journal is intuitive.	3.6	Very Satisfactory
3.The Contemporary E-News Journal is relatively easy for the learners to use easy, and the appropriateness of the language used is observed.	3.4	Satisfactory
<b>Grand Mean</b>	<b>3.53</b>	<b>Very Satisfactory</b>

**Legend:** 0.5-1.49 – Not Satisfactory; 1.5-2.49 – Poor; 2.5-3.49 – Satisfactory; 3.5-4.0 – Very Satisfactory

The table 2.3 above shows the external evaluation of the Contemporary E-News Journal based on Guidelines and Processes for LRMDs (Learning Resource Management and Development System) Assessment and Evaluation specifically on Educational Soundness General Evaluation criteria on Usability which obtains mean of 3.53 equivalent to very satisfactory descriptively. The very satisfactory rating of 3.53 under the usability criterion affirms that the Contemporary E-News Journal meets key standards for user-friendliness and functionality as outlined in the DepEd LRMDs framework. This includes the clarity of instructions, ease of navigation, and intuitive interface design, all of which are critical to ensuring that users both educators and students can engage with the platform with minimal support or technical difficulty.

The Contemporary E-News Journal's very satisfactory rating attributed to being a highly usable e-learning resource reduces the cognitive load associated with navigating the system, allowing learners to concentrate on the content rather than the mechanics of the tool. Clear instructions and logical organization promote user independence, while intuitive layout and design support the seamless flow of learning activities. This result aligns with the findings of the study on usability in e-learning systems enables users to achieve their learning goals effectively, efficiently, and satisfactorily within a given context [3]. In this case, the journal demonstrates a strong capacity to support learning outcomes through its accessible and user-friendly design, making it highly adaptable for use in various instructional settings.

Overall, the external evaluation usability indicates that the Contemporary E-News Journal is not only technically sound but also practical for classroom and independent learning. Its ease of use enhances its potential for widespread adoption, especially in environments where digital literacy levels may vary among users.

## D. Accessibility

**Table 2.4**  
**Accessibility of the Contemporary E-News Journal**

Criteria	Weighted Mean	Description
1. The material resources within the Contemporary E-News Journal is accessible among target users in different socio-economic background.	3.8	Very Satisfactory
2. The resources of the Contemporary E-News Journal establish connections among learners' experiences and knowledge which rooted from their cultural background, individual experiences, and contemporary life interests.	3.6	Very Satisfactory
3. The resource of the e-learning website may demand less of facilitator's interference to operate with effectiveness on learning spaces.	3.4	Satisfactory
4. The content materials of the Contemporary E-News Journal is free from requiring learner's personal data and privacy which stereotyping, and discrimination may arise.	3.4	Satisfactory
<b>Grand Mean</b>	<b>3.55</b>	<b>Very Satisfactory</b>

**Legend:** 0.5-1.49 – Not Satisfactory; 1.5-2.49 – Poor; 2.5-3.49 – Satisfactory; 3.5-4.0 – Very Satisfactory

The table 2.4 above shows the external evaluation of the Contemporary E-News Journal based on Guidelines and Processes for LRMS (Learning Resource Management and Development System) Assessment and Evaluation specifically on Educational Soundness General Evaluation criteria on Accessibility which obtains mean of 3.55 equivalent to very satisfactory descriptively. The result implies that the accessibility of the Contemporary E-News Journal can reach a broader audience, promoting equitable, sensitive and alternative access to quality learning materials within the educational system [27]. The very satisfactory rating in the accessibility criterion indicates that the Contemporary E-News Journal effectively aligns with the DepEd LRMS standards in promoting inclusive and equitable access to quality learning resources. These aspects ensure that the Contemporary E-News Journal is not only usable but also accessible to a wider range of learners, regardless of their background or learning environment. By providing alternative means of lesson delivery and interaction, such as the use of structured learning paths, the Contemporary E-News Journal supports flexibility and equity in education through digitization. This is especially important in the Philippine context, where learners may have varying levels of internet access, device availability, and technological proficiency.

In essence, the positive evaluation on accessibility underscores the Contemporary E-News Journal's potential to bridge learning gaps and promote inclusive education, reinforcing it as supplemental tool that supports the goals of the Department of Education.

## E. Multimedia Design

**Table 2.5**  
**Multimedia Design of the Contemporary E-News Journal**

Criteria	Weighted Mean	Description
1. The multimedia presentations within the Contemporary E-News Journal are designed with a cohesive layout, attractive design, and suitable background, creating an organized and appealing viewing environment.	3.8	Very Satisfactory
2. Every image included in the Contemporary E-News Journal is paired with a detailed and informative caption, allowing users to easily understand the context and significance of each visual element.	3.8	Very Satisfactory
3. The media elements featured in the Contemporary E-News Journal demonstrate a high standard of quality, ensuring that viewers have an engaging and visually appealing experience.	3.6	Very Satisfactory
4. Comprehensive and straightforward instructions are provided within the Contemporary E-News Journal, guiding users seamlessly through the process of accessing multimedia content.	3.6	Very Satisfactory
5. All audio components in the Contemporary E-News Journal are accompanied by thorough text transcriptions, providing users with accessible and	3.6	Very Satisfactory

clear information that complements the spoken content.

6. A variety of appropriate media formats are skillfully employed in the Contemporary E-News Journal to enrich the overall presentation and enhance user comprehension.

<b>Grand Mean</b>	<b>3.63</b>	<b>Very Satisfactory</b>
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**Legend:** 0.5-1.49 – Not Satisfactory; 1.5-2.49 – Poor; 2.5-3.49 – Satisfactory; 3.5-4.0 – Very Satisfactory

The table 2.5 above shows the external evaluation of the Contemporary E-News Journal based on Guidelines and Processes for LRMS (Learning Resource Management and Development System) Assessment and Evaluation specifically on Technical Specifications criteria on Multimedia Design which obtains mean of 3.63 equivalent to very satisfactory descriptively. The very satisfactory mean rating of 3.63 in the Multimedia Design criterion reflects the Contemporary E-News Journal's strong adherence to best practices in digital content presentation as outlined in the DepEd LRMS technical specifications. This very satisfactory rating implies the Contemporary E-News Journal's effective use of multimedia components such as images, videos, audio, animations, and interactive elements which are essential in enriching the learning experience and catering to diverse learner preferences [27].

The external evaluation highlights the Contemporary E-News Journal's success in implementing high-quality media elements that are not only visually appealing but also pedagogically purposeful. The precision of instructions, partnered with an intuitive design layout, supports learners in easily navigating the content, understanding key concepts, and engaging with the material meaningfully. These attributes are central to creating an interactive, learner-friendly environment that promotes deeper cognitive processing.

Moreover, the Contemporary E-News Journal's very satisfactory performance in this area signals its alignment with the Department of Education's educational technology standards, ensuring that the platform is suitable for 21st-century learning environments. By accommodating various learning modalities, the Contemporary E-News Journal can effectively address different learner needs and preferences, thereby fostering inclusive education.

## F. Overall Interface

**Table 2.6**  
**Overall Interface of the Contemporary E-News Journal**

Criteria	Weighted Mean	Description
1. The layout of the Contemporary E-News Journal is elegantly simple, ensuring that it remains free of clutter and irrelevant distractions, allowing users to focus entirely on the content.	3.6	Very Satisfactory
2. Consistency is a hallmark of the Contemporary E-News Journal's design; each display maintains a uniform style, enhancing the overall user experience as they transition between sections.	3.6	Very Satisfactory
3. Users are equipped with ample information and clear instructions within the Contemporary E-News Journal,	3.6	Very Satisfactory

empowering them to navigate the resource with confidence and ease.		
4. Navigation throughout the Contemporary E-News Journal is straightforward and intuitive, enabling users to find their way through the material without any confusion.	3.6	Very Satisfactory
5. The fonts selected for the Contemporary E-News Journal are carefully chosen for their readability, with sizes, colors, and contrasts that ensure text is easily legible against the background.	3.6	Very Satisfactory
6. Users of the Contemporary E-News Journal are consistently guided about their next steps, fostering a seamless flow of information and actions throughout their experience.	3.6	Very Satisfactory
7. The Contemporary E-News Journal keeps its target audience well-informed of their current position within the content, helping them understand where they are in relation to the beginning and end of the resource.	3.6	Very Satisfactory
8. Users are promptly alerted when new windows are set to open on the screen while using the Contemporary E-News Journal, ensuring they are always aware of changes in their viewing environment.	3.6	Very Satisfactory
9. The design of the Contemporary E-News Journal captivates the viewer with its visually appealing aesthetics, making it an attractive space for reading and engagement.	3.4	Satisfactory
10. One of the standout features of the Contemporary E-News Journal is its avenue for user feedback, providing a platform where individuals can share their thoughts on the system's functionality and suggest improvements.	3.4	Satisfactory
11. Every element, from labels and buttons to menus and text, is thoughtfully designed in the Contemporary E-News Journal, ensuring that they are not only consistent but also visually distinct, which aids in quick recognition.	3.2	Satisfactory
<b>Grand Mean</b>	<b>3.52</b>	<b>Very Satisfactory</b>

**Legend:** 0.5-1.49 – Not Satisfactory; 1.5-2.49 – Poor; 2.5-3.49 – Satisfactory; 3.5-4.0 – Very Satisfactory

The table 2.6 shows the external evaluation of the Contemporary E-News Journal based on Guidelines and Processes for LRMDs (Learning Resource Management and Development System) Assessment and Evaluation specifically on Technical Specifications criteria on Overall Interface which obtains mean of 3.52 equivalent to very satisfactory descriptively. The result implies that the Contemporary E-News Journal compliance with the media's visuals, design consistency, labels, directions, and navigations as provided by the LRMDs framework [27]. Specifically, the very satisfactory rating indicates that the Contemporary E-News Journal demonstrates a high level of design consistency, clarity in labeling, intuitive navigation, and visual organization all of which are essential for a smooth and engaging learners experience.

A well-designed interface enhances usability by making the resource easy to navigate and aesthetically pleasing as the Contemporary E-News Journal accessible in website mode and mobile view. Learners can

effortlessly move through the content, understand directions, and access features without confusion, it increases their confidence and minimizes confusion on the users. This also allows both learners and educators to focus more on the educational content rather than being distracted or frustrated by technical inefficiencies.

Moreover, the consistency in media visuals, layout, and navigational structure of the Contemporary E-News Journal not only supports learner orientation but also reinforces the e-learning website's credibility and professionalism. Such visual and functional coherence is important in digital learning environments, where users of varying technological proficiency interact with the platform.

The evaluation further reinforces that the Contemporary E-News Journal adheres to key technical standards for digital learning materials, making it a reliable supplemental tool that teachers can integrate confidently into their teaching especially in Grade 10 Araling Panlipunan. Its thoughtful interface design ensures that it can be used consistently across different learning contexts, supporting both face to face and asynchronous instruction.

In conclusion, the positive assessment of the overall interface reflects the Contemporary E-News Journal as e-learning platform's readiness for wide-scale educational use, contributing to a more effective, engaging, and user-centered digital learning experience.

## G. Customizability/Support for User Preferences of the Contemporary E-News Journal

**Table 2.7**

### Customizability/Support for User Preferences of the Contemporary E-News Journal

Criteria	Weighted Mean	Description
1. The Contemporary E-News Journal allows users to easily customize their reading experience by adjusting the font size of the displayed text to suit their preferences, making it more comfortable for various visual needs.	3.8	Very Satisfactory
2. Every feature of the Contemporary E-News Journal is accessible using a computer mouse, allowing for smooth interaction and control.	3.8	Very Satisfactory
3. The Contemporary E-News Journal is fully accessible through both mouse and keyboard input, catering to a wide range of user preferences and needs.	3.8	Very Satisfactory
4. Users have the ability to enhance the visibility of displayed materials by modifying the magnification, enabling a closer look at images, charts, or small print for better understanding.	3.6	Very Satisfactory
5. Navigation throughout the Contemporary E-News Journal is designed to be intuitive and user-friendly, featuring clear and consistent methods such as visual arrows, keyboard shortcuts, and straightforward menu options to enhance usability.	3.6	Very Satisfactory
6. Users are empowered to take charge of their viewing experience by managing the presentation of content according to their individual preferences, creating a more personalized reading journey.	3.6	Very Satisfactory

7. The system provides users with the option to return to a previous state and resume their activities from that point, ensuring a seamless experience while exploring content.

**Grand Mean** **3.65** **Very Satisfactory**

**Legend:** 0.5-1.49 – Not Satisfactory; 1.5-2.49 – Poor; 2.5-3.49 – Satisfactory; 3.5-4.0 – Very Satisfactory

The table 2.7 shows the external evaluation of the Contemporary E-News Journal based on Guidelines and Processes for LRMDs (Learning Resource Management and Development System) Assessment and Evaluation specifically on Technical Specifications criteria on Customizability/Support for User Preferences which obtains mean of 3.65 equivalent to very satisfactory descriptively. The very satisfactory rating in the Customizability/Support for User Preferences criterion underscores the Contemporary E-News Journal's alignment with advanced principles of adaptive learning design, as articulated in the DepEd LRMDs technical specifications. Customizability, or support for user preferences, plays a critical role in enhancing e-learning effectiveness. Features such as adjustable font size, magnification, keyboard navigation, and pace control are essential for accessibility and usability which the Contemporary E-News Journal excels [27].

Customizability in digital learning resources is a hallmark of user-centered educational technology. It refers to the degree to which a platform allows for personalization in terms of pacing, navigation, content display, language preferences, and interaction modalities. The Contemporary E-News Journal's very satisfactory rating also indicates that it successfully integrates such features, enabling learners to engage with the material in ways that align with their unique learning styles, cognitive strategies, and contextual requirements. User interaction is a key predictor of learning outcomes and satisfaction, underscoring the value of customizable and interactive design in educational platforms [18].

In conclusion, the very satisfactory evaluation of Customizability/Support for User Preferences positions the Contemporary E-News Journal as a forward-thinking, learner-centric digital tool. Its flexibility not only enhances user satisfaction and engagement but also significantly elevates its pedagogical utility and relevance.

## H. Overall Internal and External Evaluation of the Contemporary E-News Journal

**Table 3.0**

**Overall Evaluation of the Contemporary E-News Journal**

Type of Evaluation	Criterion Standard	Grand Mean	Description
<b>1. Internal evaluation</b>	Content quality	3.68	Very Satisfactory
	Instructional quality	3.54	Very Satisfactory
	Technical quality	3.60	Very Satisfactory
<b>2. External evaluation</b>	Integrity	3.73	Very Satisfactory
	Learner focus	3.67	Very Satisfactory
	Usability	3.60	Very Satisfactory
	Accessibility	3.55	Very Satisfactory
	Multimedia Design	3.63	Very Satisfactory
	Overall Interface	3.54	Very Satisfactory
	Customizability/Support for User Preferences	3.67	Very Satisfactory

The table 3.0 shows the overall evaluation of the Contemporary E-News Journal both internally and externally. The internal evaluation results reflect a consistently very satisfactory quality across all three key criterion standards namely content quality (3.68), instructional quality (3.54), and technical quality (3.60). These results indicate that the Contemporary E-News Journal as an e-learning resource demonstrates a balanced and effective design that supports both educational objectives and user experience.

While on the external evaluation of the Contemporary E-News Journal across seven (7) criterion standards yielded the following grand mean scores: 3.73 for integrity, 3.67 for learner focus, 3.60 for usability, 3.55 for accessibility, 3.63 for multimedia design, 3.54 for overall interface, and 3.67 for customizability/support for user preferences. Each criterion received a very satisfactory rating, indicating high performance across all externally evaluated areas. Collectively, these ratings demonstrate that the Contemporary E-News Journal is a technically sound, pedagogically effective, and user-responsive e-learning resource. It is well-equipped to support diverse learning environments and contribute meaningfully to digital education initiatives.

Overall, the Contemporary E-News Journal as supplement in teaching and learning Araling Panlipunan 10 have obtained very satisfactory remarks on all criterion standards for both internal and external evaluations which directly implies that e-learning website achieved the various quality namely: content quality, instructional quality, technical quality, general educational soundness and technical specification standards. Finally, the results imply that the Contemporary E-News Journal is an effective digital learning material that supports the goals of the Department of Education's curriculum. It can be confidently used by educators and learners to enrich classroom instruction, foster independent learning, and promote digital literacy in the context of Araling Panlipunan 10.

### **Perception of Students and Teachers in using Contemporary E-News Journal**

Thematic analysis was used on the data gathered from the interview among students and teachers on their perception in using of Contemporary E-News Journal as supplement in teaching and learning Araling Panlipunan 10. Usefulness of the e-learning website, engaging content and information overload are the three (3) themes drawn from the thematic analysis of students and teachers response on the interview.

#### **Theme 1: Usefulness of the e-Learning Website**

Students have expressed that the Contemporary E-News Journal significantly enhances their overall learning experience, particularly in the context of distance education. They appreciate how the Contemporary E-News Journal transforms traditional lessons into a more dynamic and interactive format, which helps maintain their interest and motivation even in remote learning settings. Supported by assertion that students positive perception on learning in website platform because it enhances educational opportunities tremendously [2]. The integration of real-world events in form of news and articles, combined with the use of digital technology, makes the content more relatable and easier to understand. For instance, one student states,

“Yes, helpful especially during distance learning, it also makes the lesson interesting. “Yes, the use of the Contemporary E-News Journal is very useful, especially learning Araling Panlipunan during distance learning. It can be used on gadgets, like phones, tablets, or computers. It helps students learning anytime and anywhere. The lessons and activities are easy to access. Teachers can give task through it, and students can answer at their own pace.”

This multimedia approach not only caters to different learning styles but also fosters deeper engagement by breaking the monotony of text-heavy materials. As one student states,

“Yes, using Contemporary E-News Journal is fun, it keeps us interested unlike regular books, e-news journal has media design which make it fun.”

Students find that the Contemporary E-News Journal's interactive features such as clickable content, multimedia links, and adjustable pacing enable them to take a more active role in their own learning process. As a result, the Contemporary E-News Journal serves not only as an effective educational tool but also as a motivating platform that supports self-directed learning, which is essential in today's digital and flexible learning environments. Moreover, the Contemporary E-News Journal is perceived as extremely useful, especially in the current context of distance learning. Students appreciate its ability to provide up-to-date information and easy access to lessons. One student noted:

“Yes, the use of the Contemporary E-News Journal is very useful, especially learning Araling Panlipunan during distance learning”, and another highlights, “It is useful because I can feel or express more in learning using the Contemporary E-News Journal.”

Additionally, students find it accessible and well-organized, which is particularly beneficial for distance learning, as it offers concise reading materials that are easy to navigate and complete as one student mentioned,

“Yes, it efficiently organizes activities and lesson of Araling Panlipunan Grade 10, which is very suitable in our situation in distance learning.”

Supported by the study on students perceived quality of an e-learning system where it was emphasized that students shared perception on e-learning as easy to utilize, and its usefulness in impacting learning positively with intention [40]. Overall, the practical utility makes the Contemporary E-News Journal a valuable educational tool for students navigating the challenges of distance learning.

Moreover, teachers highlighted the practical value of the Contemporary E-News Journal in ensuring continuity of learning, especially during unexpected class suspensions or asynchronous learning sessions. Aligned with the findings on web-based learning received a positive perception especially in teaching subject matter through online asynchronous [10]. Teachers pointed out that the Contemporary E-News Journal serves as an effective tool for learners to review missed lessons, emphasizing its role in reinforcing previously taught content and minimizing learning gaps caused by disruptions. This suggests that the Contemporary E-News Journal functions as a reliable supplemental resource, enabling students to stay on track even in the absence of face-to-face instruction, as noted by one teacher:

“It's a way for our student to review the lesson they missed during classes are suspended.”

Another teacher emphasized the Contemporary E-News Journal's utility in asynchronous teaching, where real-time interaction is limited. In such instance, the Contemporary E-News Journal proves instrumental in distributing lessons efficiently, allowing learners to access content at their own pace and time. Its structured format, multimedia integration, and accessibility make it particularly suitable for independent study, ensuring that learning can continue outside the traditional classroom environment.

“Contemporary E-News Journal is useful in facilitating or distributing the lesson during asynchronous learning.” also, another teacher noted its usefulness:

“Is very useful, especially in making learning more accessible and organized.”

This reflects that Contemporary E-News Journal functions as a structured resources that can help teachers in organizing their learning materials during challenging circumstances. By offering a clear, organized layout and integrating various forms of media and instructional elements, the Contemporary E-News Journal supports teachers in maintaining lesson coherence and clarity. It helps reduce the complexity of delivering lessons outside the traditional classroom by consolidating materials in one accessible platform.

This organization not only improves content delivery but also makes it easier for students to follow and review lessons independently. The findings indicate a positive perception among teachers regarding the Contemporary E-News Journal as a supplemental tool for teaching Araling Panlipunan 10. Its ability to facilitate learning during class suspensions and provide an organized approach to education highlights its potential impact on student learning outcomes.

### **Theme 2: Engaging Content**

Students express a positive perception of the Contemporary E-News Journal, highlighting its effectiveness in enhancing engagement and interest in learning. Students appreciate how it integrates technology and social media, making lessons more appealing and relevant to their generation as one student states, “I find it engaging in learning Grade 10 Araling Panlipunan because like in our generation today we are specially using technology in learning.”

A reflection of how the Contemporary E-News Journal aligns with the digital-native characteristics of today’s learners. By presenting lessons through visually engaging formats, multimedia content, and interactive elements, the e-learning platform transforms traditional learning into a more modern and engaging experience. This not only captures students' attention but also sustains their interest over time, especially in remote or asynchronous learning settings. Also, the Contemporary E-News Journal is seen as an engaging tool that connects educational content to real-world events, facilitating critical thinking and making the material more relatable as mentioned by one student,

“It is useful because it connects, makes lesson relatable by connecting them to real world events. Also, it also helps us think critically, it levels our knowledge when it comes to readings.”

Aligned with study that emphasized improvement of student’s independence, especially on understanding of content, self-discipline, intrinsic motivation, and social interactions [38].

“It is engaging because it presents fresh topic that student like me can related too. It features content that captures students interest like me.”

Further noted by student:

“Yes, the use of it is engaging, it helps me to understand better. Relevant information which makes it easier to understand.”

The student’s emphasis on engagement indicates that the Contemporary E-News Journal successfully captures attention likely due to its multimedia features, visual elements, and interactive format. These components are essential in maintaining student interest, especially in digital learning environments where distractions are common. A student also mentioned “relevant information” suggests that the Contemporary E-News Journal presents content that is contextually appropriate and aligned with learners’ needs. This relevance helps bridge the gap between abstract concepts and real-world applications, making it easier for students to grasp and retain information. Overall, the Contemporary E-News Journal is perceived by students as an engaging and effective resource that enriches the educational experience in Araling Panlipunan.

Furthermore, the Contemporary E-News Journal is perceived by teachers as an engaging resource due to its visual layout, interactive elements such as games, and relevant content. Teachers noted that these elements make learning more enjoyable for students, suggesting that the journal captures students' interest effectively. For instance, one teacher mentioned,

“It’s engaging to some extent, especially with the visual layout, the games, and the grade.”

The content provided in the Contemporary E-News Journal, which includes news and articles relevant to the curriculum, is viewed as beneficial for teaching Araling Panlipunan 10. Teachers appreciate that the

Contemporary E-News Journal not only provides educational material but also connects real-world events to the classroom. One teacher mentioned,

“The content in the form of news and articles is engaging, I appreciate the concept of using relevant content to make the lesson in AP 10 interesting.”

Lastly, the use of the Contemporary E-News Journal is seen as engaging to be used by teachers due to promising approach to modernizing the teaching of Araling Panlipunan. Teachers believe it can enhance the instructional methods used in the classroom, as noted in the finding,

“It’s a promising approach to modernizing Araling Panlipunan instruction.”

Contemporary E-News Journal in Araling Panlipunan as the inclusion of technology through e-learning web-based learning in education at the school is effective to deliver educational thrusts [38].

Thus, the Contemporary E-News Journal as supplement in teaching and learning Araling Panlipunan 10 is perceived by teachers as an effective supplementary tool for teaching Araling Panlipunan 10. As supported the investigation conducted on the use of web-based learning in which teachers’ perception of teaching the subject matter through online is high [10].

### **Theme 3: Information Overload**

While the platform is designed to provide comprehensive learning resources, student’s feedback suggests that excessive text or dense content may overwhelm some learners. When students are faced with lengthy readings, it can lead to cognitive fatigue and difficulty in identifying key takeaways or main ideas, which ultimately affects comprehension and engagement, as student noted:

“So much information, time consuming since readings are too long, sometimes confusing which information is important,”

This sheds light on a key area for improvement in the Contemporary E-News Journal on information overload and content clarity. Students face obstacle in terms of fewer opportunities on personal interaction that affects their ability to clarify their lessons [30]. This also highlights the importance of content consolidation ensuring that materials are not only informative but also concise, well-structured, and easy to navigate. To address this issue, the Contemporary E-News Journal could benefit from adding clear headings, summaries, highlighted keywords, or visual cues to guide students through the content more efficiently. Interactive elements such adding more quizzes, reflection questions, or infographics could also help break down complex information and emphasize core concepts.

Finally, while the Contemporary E-News Journal have various content, this feedback implies the need for balance between depth and accessibility to avoid overwhelming learners and to enhance their ability to focus on what truly matters in the lesson.

### **Problems Encountered by Students and Teachers in using the Contemporary E-News Journal**

This theme explores the significant problems and challenges that students and teachers encountered while utilizing the Contemporary E-News Journal. Students and teachers problems particularly focus on two themes namely: 1.) internet connectivity, and 2.) Inaccessibility due to financial constraints. The analysis is based on qualitative data collected from student transcripts.

#### **Theme 1: Internet Connectivity**

A prominent theme that emerged from the data is the dependence on internet connectivity, which significantly influences students’ ability to access and utilize the Contemporary E-News Journal effectively. Many students reported that using the platform requires a stable and consistent internet connection, whether through Wi-Fi networks at home or mobile data on their devices. This dependency

presents a critical challenge, particularly for learners in remote or underserved areas where internet access is limited, unreliable, or unaffordable. As one student noted:

"It requires internet connectivity, WIFI or cellular data."

This dependence creates barriers for students who may not have consistent access to the internet, as highlighted in another student's response on the interview,

"Internet access, sometimes the device use is lagging."

In addition to the broader concern of internet connectivity, the study also highlights the significant impact of slow internet speeds on the overall user experience. Many students voiced their frustration over long loading times, particularly when accessing multimedia elements such as videos, high-resolution images, or interactive components embedded within the Contemporary E-News Journal. These delays disrupt the flow of learning, cause breaks in concentration, and diminish the platform's intended interactive and engaging experience. For instance, it was noted that:

"Slow internet makes it hard in loading time" and that "when the internet is slow, loading time takes time."

Such delays can lead to a disruption in the learning process, which is aligned with the assertion on students reluctant on the benefits of e-learning because of different backgrounds [23]. The backgrounds of students specifically on socio-economic status, wherein some students can afford to have internet at their own device or at their home. Dependency on the internet amplifies inequities among students. That explains on today's educational landscape, where technology is increasingly integrated into instructional delivery, access to stable and fast internet has become not just a convenience but a fundamental requirement for equitable learning opportunities.

These findings underscore the critical role of internet connectivity in the effective use of the Contemporary E-News Journal as e-learning website.

### **Theme 2: Inaccessibility due to Financial Constraints**

Another significant challenge identified is the lack of access to appropriate technology due to financial constraints. Several students indicated that the ability to use the Contemporary E-News Journal is reliant on having a smartphone, tablet, or computer. As noted in the transcripts, some students explicitly stated that,

"Some students don't have the device to access the Contemporary E-News Journal."

This lack of access creates disparities in students' ability to engage with educational resources effectively similar to the study stating that additional issues on an e-learning system included the lack of access to quality mobile devices and reliable high-speed internet, wherein it can be directly rooted to students' financial capabilities to purchase device and connectivity [30].

According to teachers, students face significant challenges when using the Contemporary E-News Journal, primarily due to financial constraints. Many students suffer from poverty, which impacts their ability to access the necessary technology and internet services. For example, some students lack internet connectivity, preventing them from utilizing the system effectively, as stated by teachers.

"The system requires internet connectivity, which there are cases some students are unable to access due to their financial problems", also "That is why it is very hard to expect 100 percent output from them because of our student are poor and suffering from poverty."

This statement sheds light on a socio-economic issue on digital inequity that continues to affect many learners, particularly in underprivileged learners. While digital platforms like the Contemporary E-News Journal aim to modernize and enhance education through technology, it also inadvertently highlights

socio-economic disparities, especially when access to basic resources like a stable internet connection is not guaranteed.

The requirement for continuous internet connectivity becomes a significant barrier for students coming from low-income households. Some students may lack not only internet access but also the devices necessary to fully engage with e-learning platforms. As a result, their ability to participate and submit outputs consistently is compromised, regardless of their motivation or academic potential.

This digital divide creates an uneven playing field, making it unfair to expect equal performance from all learners when their access to resources is fundamentally unequal. Teachers are put in a difficult position, aware of their students' struggles but often limited in their capacity to intervene due to socio-economic and infrastructural constraints.

Moreover, despite the lack of personal devices is another issue, prompting students to collaborate with one another to enhance accessibility for group work as mentioned by the teacher,

"I encountered problem on students who dont have a device, so some of them collaborate with each other for accessibility purposes, though it's a good thing using the platform to initiate their group work." This statement highlights a dual aspect of challenge and opportunity within the use of digital platforms like the Contemporary E-News Journal. However, teachers also observe a positive behavioral response among students: they collaborate and share resources to overcome these limitations. This adaptive strategy shows the emergence of peer support and cooperative learning, which are valuable educational practices. In this context, the digital platform becomes not only a content delivery tool but also a catalyst for building collaboration and solidarity among students.

Aside from problems encountered by teachers, there are also suggestions for improvements, such as providing offline access to the platform or introducing engaging elements like games to make the experience more enjoyable and inclusive for all students as mentioned by the teacher,

"Maybe a suggestion to have other games for us or student to enjoy more in using Contemporary E-News Journal, and maybe soon our student can be able to answer or use the Contemporary E-News Journal without any need of using WIFI, connection or data so that its for all, Lahat kaya maka-access (Everyone can access)."

Overall, these problems encountered by students and teachers on the use of the Contemporary E-News Journal opens up opportunity towards improving the service, making it more accessible and sensitive to societal constraints faced by the learners.

## **6. Conclusions**

Based on the data collected and analyzed, the following conclusions were drawn: The Contemporary E-News Journal as supplement in teaching Araling Panlipunan 10 is very satisfactory as an e-learning platform for students and teachers adhering the standards of the Department of Education's Learning Resources Management and Development System (LRMDS).

Students and teachers have positive perception on the use of the Contemporary E-News Journal as supplement in teaching and learning Araling Panlipunan 10 especially during the distance learning modality, and negative perception due to information overload. The problems encountered by the students and teachers mainly focus on the financial aspects of the students on providing necessary technology, device and service to access the Contemporary E-News Journal.

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