

# Experiential Learning Approaches of Social Studies Teachers in Fostering Creativity and Building Resilience Among Learners

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Abstract—This study aimed to determine the level of experiential learning approaches of Social Studies teachers in fostering creativity and building resilience among learners. Specifically, it assessed the level of experiential learning approach used by Social Studies teachers in terms of challenge-based learning, personalized experiential learning, self-directed learning, peer mentorship, and cross-disciplinary learning. It also determined the level of learner's creativity in terms of adaptive creativity, verbal creativity, collaborative creativity, reflective creativity, and critical creativity and learner's resilience in terms of optimism, self-efficacy, perseverance, and growth mindset. Moreover, it assessed the significant relationship between the level of experiential learning approach used by the teachers and the learner's creativity and the significant relationship between the level of experiential learning approach used by the teachers and the learner's creativity. To collect the required information, the researcher used a descriptive quantitative research approach. Three hundred sixty-three (363) students from two schools participated in the study as respondents at the junior high level. The instrumentation used was a self-made questionnaire. Salient findings revealed that the level of experiential learning approach used by the Social Studies teacher was high in all aspects of challenge-based learning, personalized experiential learning, self-directed learning, peer mentorship, and crossdisciplinary learning. The results also found out that learners' creativity was high in terms of adaptive creativity, verbal creativity, collaborative creativity, reflective creativity, and critical creativity. The learners' resilience was also found high in terms of optimism, self-efficacy, perseverance, and growth mindset. On the other hand, it was found out that there is a positive significant relationship between the level of experiential learning approach used by the Social Studies teachers and the learners' creativity. The level of experiential learning approach used by the Social Studies teachers has also positive significant relationship in learners' resilience. It was concluded that the level experiential learning approach used by the Social Studies teacher is vital to the development of learners' creativity and resilience. Respondents highly agreed on their level of creativity and resilience establishing the importance of utilizing experiential learning approaches in teaching. It was also concluded that the level of experiential learning approach has a significant relationship towards learners' creativity and resilience. Thus, the hypothesis was rejected. It was recommended to expand opportunities for experiential learning and strengthen its implementation through activities that focus on learners' skill in creating engaging narratives and self-reflection exercises.

## I. INTRODUCTION

Changing times meant facing different challenges and adapting ways to find solutions for them. In the context of education, various strategies and methods have emerged to ensure the delivery of instruction and the learning process will be effective. Experiential learning is the method that places students at the heart of the learning experience by providing them with hands-on instruction. Learners learn through direct experience and reflection. Unlike traditional methods that focus primarily on theoretical instruction, this strategy engages students in real-world contexts, allowing them to apply knowledge, reflect on their experiences, and make connections between what they learn and the world around them (Butler et al., 2019).

Our education aims for learners to develop their 21stcentury skills which involve the four Cs or critical thinking, creativity and innovation, communication process, and collaboration. Aside from these skills, teachers must also promote lifelong learning, which includes independence, collaboration, resilience, and adaptability (DepEd Order No. 10, 2024). These skills are important in this digital age where everything is fast paced. Learners must be able to adapt to their environment. Thus, focusing this study on fostering learners' creativity and resilience through an experiential learning approach.

Creativity, as a skill, has become increasingly vital in today's education system. It goes beyond artistic expression and has been recognized as a crucial component of problemsolving and innovative thinking. Experiential learning naturally nurtures creativity by encouraging students to think outside the box, tackle challenges in dynamic ways, and work collaboratively. As students engage with different tasks that require them to create solutions, whether individually or as part of a group, they build their creative capabilities. Studies have shown that hands-on activities and active learning environments enhance creative thinking, making it one of the key outcomes of experiential education (Pillai & Singh, 2024).

In addition to developing the learners' skills and knowledge, teachers must also develop their values and attitudes. Resilience, as stated in the policy guidelines of the MATATAG curriculum, is one of the skills that learners need to develop (DepEd Order No. 10, 2024). This skill is essential since it will help them improve emotionally and academically. It can also help learners in their future careers. By building resilience, teachers can promote a skill to help learners pursue their passion despite challenges and regulate their emotions. Experiential learning approaches, such as self-directed



learning and challenge- based activities, allow students to encounter difficulties in a supportive environment. This study aims to find the relationship between different experiential learning approaches in fostering creativity and building learners' resilience.

# 1.1 Statement of the Problem

#### Problem/s which were addressed by the research

The researcher aims to determine the experiential learning approaches of Social Studies teachers in fostering creativity and building resilience among learners. Specifically, it seeks to answer the following questions:

1. What is level of the experiential learning approach used by teachers in terms of:

- 1.1 Challenge-based learning;
- 1.2 Personalized experiential learning;
- 1.3 Self-directed learning;
- 1.4 Peer mentorship; and
- 1.5 Cross-disciplinary learning?
- 2. What is the level of learner's creativity in terms of:
  - 2.1 Adaptive creativity;
  - 2.2 Verbal creativity;
  - 2.3 Collaborative creativity;
  - 2.4 Reflective creativity; and
  - 2.5 Critical creativity?

3. What is the level of learner's resilience in terms of:

- 3.1 Optimism;
- 3.2 Self-efficacy;
- 3.3 Perseverance; and
- 3.4 Growth mindset?

4. Is there a significant relationship between level of experiential learning approach used by the teachers and the learner's creativity?

5. Is there a significant relationship between the level of experiential learning approach used by the teachers and the learner's resilience?

## II. METHODOLOGY

Descriptive quantitative research design was employed by the researcher to obtain the necessary data. The research respondents were composed of three hundred sixty-three (363) junior high school learners from two school. The instrumentation used was a self-made questionnaire. Concurrently, this study utilized a teacher-made test in a 5point Likert Scale format. The results were gathered and then tabulated using a weighted mean standard deviation and Pearson product correlation coefficient.

#### **III. RESULTS AND DISCUSSION**

This part presents, analyzes, and interprets the data collected, highlighting a significant relationship on the level of experiential learning approach used by teachers on the learner's creativity and resilience.

## 1) Level of Experiential Learning Approach

The experiential learning approach is a hands-on approach to learning that places a strong emphasis on reflection and firsthand experience. In this study the Level of experiential learning approach used by the teachers includes the variables challenge based learning, personalized experiential learning, self-directed, peer mentorship and cross disciplinary learning was treated statistically using mean and standard deviation.

Table 1 below presents the level of the Experiential Learning Approach through Challenge-Based Learning as perceived by students. The results are based on the mean and standard deviation of responses assessing various aspects of CBL integration in classroom instruction.

The respondents of the study always observed their teacher provides learning activities that facilitates collaboration (M=4.29, SD=0.80) whereas they often observed them giving learning task that allows to explore additional resources (M=3.83, SD=0.90).

The overall weighted mean of 4.08 with a standard deviation of 0.86 indicates that teachers use challenge-based learning strategies in teaching. The results indicate that teachers effectively implement Challenge-Based Learning strategies, fostering an engaging and interactive learning environment. However, there is room for further enhancement, particularly in expanding access to digital resources and self-directed exploration. Strengthening this aspect could enrich students' problem-solving skills and adaptability in real-world scenarios. This implies that teachers frequently incorporate real-world problem-solving activities, critical thinking exercises, collaborative learning tasks, and relevant instructional materials to stimulate student engagement contributing positively to student participation and learning outcomes.

TABLE 1. Level of Experiential Learning Approach Used by Teachers in

STATEMENT	MEAN SD REMARKS
My teacher provides activities that engage in a solving real world problems and challenges in	4.02 0.84 Often
class.	observed
My teacher provides lessons that encourage to 4 think critically about solutions to complex problems.	4.18 0.83 Often observed
My teacher provides learning activities that 4 facilitate collaboration among us to tackle challenges.	4.29 0.80 Always observed
My teacher provides lessons and learning tasks 4 that are relevant and stimulate my learning interest.	4.10 0.86 Often observed
The learning tasks that my teacher gives allow to 2 explore additional resources such as websites and videos.	3.83 0.90 Often observed
Weighted Mean	4.08
SD	0.86
Verbal Interpretation	High

By engaging in open-ended activities and tackling real-life problems, learners' will develop their creative thinking. Moreover, Malmqvist et al. (2015) added that CBL nurtures essential skills such as collaborative work, decision-making, active communication, ethics and leadership through their experiences facing real-world challenges.

Table 2 presents the level of the Experiential Learning Approach through Personalized Experiential Learning as perceived by students. The results are based on the mean and



standard deviation of responses assessing various aspects of Personalized Experiential Learning integration in classroom instruction.

 TABLE 2. Level of Experiential Learning Approach Used by Teachers in

 Terms of Personalized Experiential Learning

STATEMENT	MEAN SL	<b>REMARKS</b>
My teacher provides learning activities like role playing, and simulation that allows me to connect in meaningful way and apply knowledge.	4.06 0.8	37 Often observed
My teacher provides feedback from my written and/or performance task to help improve my learning experience.	4.06 0.8	38 Often observed
The lessons in class allows to choose topics and/or projects that interest me that is suited to my learning pace and style.	3.74 0.8	39 Often observed
My teacher allows to work on learning tasks that are designed to match my strengths and areas for growth.	3.87 0.8	36 Often observed
My teacher provides opportunities to maximize my involvement in the attainment of tasks or projects.	3.97 0.8	36 Often observed
Weighted Mean	3.9	94
SD	0.8	38
Verbal Interpretation	Hi	gh

The respondents of the study often observed their teacher provides learning activities like role playing, and simulation (M=4.06, SD=0.87) as well as providing feedback from the given tasks (M=4.06, SD=0.88). Moreover, their teacher was often observed giving tasks that is suited to their learning pace and style (M=3.74, SD=0.89). The overall weighted mean of 3.94 with a standard deviation of 0.88 indicates that teachers use personalized experiential learning strategies in teaching. The results suggest that teachers effectively create simulations, and feedback-driven learning activities as it garnered 4.06 mean score. Additionally, the findings show that learners are often given opportunities to maximize involvement in the attainment of tasks or projects and tailoring learning tasks to learners' individual strength and growth areas.

However, while the result is positive, there is room for improvement in giving learners' autonomy to select topics and/or projects that align with their interests and learning styles which is important in personalized experiential learning as it is the focus of personalized experiential learning based on Bishop et al. (2019). This enables learners to take control of their learning and develop their agency. It is important that teachers frequently design instruction that aligns with learners' needs, fosters active participation, and promotes deeper learning, leading to improved learner engagement and academic outcomes.

As observed in the study of Du Plooy et al. (2024) learners participating in experience-based learning methods such as managerial simulations achieved superior academic results compared to those in traditional learning and environments. This shows that active involvement in practical tasks deepens understanding of theoretical concepts and fosters essential competencies. Experience-based learning allows learners to apply what they learned in a practical setting, making the knowledge more meaningful and easier to remember. By actively participating in learning activities, learners become more engaged and confident in their abilities.

 

 TABLE 3. Level of Experiential Learning Approach Used by Teachers in Terms of Self- directed Learning

STATEMENT	MEAN S	5D	REMARKS
I am encouraged to develop time management that leads me to be more engaged and interested.	t 4.03 0	).79	Often observed
I am encouraged to develop organizational skills like setting goals, creating schedules and meeting deadlines in the given tasks or projects.	s 4.00 0	).84	Often observed
I take charge of my own learning pace which helps me develop learning habits.	3.91 0	).85	Often observed
I evaluate my progress to identify areas for improvement.	- 3.99 0	).86	Often observed
I am confident in managing my learning tasks by analyzing information and exploring topics of interest.	3.92 0	).82	Often observed
Weighted Mean	3	8.97	,
SD	0	).83	•
Verbal Interpretation	E	High	h

Table 3 presents the level of Experiential Learning Approach through Self-directed Learning as perceived by students. The results are based on the mean and standard deviation of responses assessing various aspects of Self-directed learning integration in classroom instruction.

The overall weighted mean of 3.97 with a standard deviation of 0.83 indicates that teachers use self-directed learning strategies in teaching. Respondents often observed their teacher encouraging them to develop time management leading to engagement and interest in the lesson (M=4.03, SD= 0.79). The results indicate that teachers effectively encourage learners to develop essential self-management skills such as time management and goal setting which is important in the learners' performance.

It is in line with the study of Altinpulluk et al. (2023) that explored the impact of self-directed learning in Massive Open Online Courses (MOOCs). Their research revealed that selfdirection involving goal setting, and effective organizational strategies plays a crucial role in enhancing learners' intrinsic motivation and learning outcomes in an online learning environment. However, there is still room for improvement, particularly in providing more structured guidance for learners to take charge of their own learning to develop individual learning habits. Strengthening this aspect could lead to learners' autonomy and deeper learning. This implies that teachers often implement strategies that fosters learners' autonomy and organizational skills. This contributes to learners' self-discipline and overall performance allowing them to take a more active role in their education.

As the study of Yurdal and Toraman (2023) revealed, higher levels of self-directed learning readiness of the learners increased academic success and motivation suggesting that fostering self-directed learning skills contribute to learners' overall performance. Thus, showing the importance of incorporating self-directed learning in class.

Meanwhile, Table 4 below presents the level of the Experiential Learning Approach through peer mentorship as



perceived by students. The results are based on the mean and standard deviation of responses assessing various aspects of peer mentorship integration in classroom instruction.

The overall weighted mean of 4.06 with a standard deviation of 0.85 indicates that teachers use peer mentorship strategies in teaching. Respondents often observed their teacher providing learning tasks that allows collaboration with their classmates (M=4.16, SD=0.82). It was also often observed that their teacher provides opportunities in class that allow learners to understand the concept from their classmates (M=4.13, SD=0.85).

 

 TABLE 4. Level of Experiential Learning Approach Used by Teachers in Terms of Peer Mentorship

STATEMENT	MEAN SD	REMARKS
My teacher provides learning tasks that allow to collaborate actively with my classmates to finish learning activities.	4.16 0.8	2 Often observed
My teacher provides learning activities that allow to gain valuable feedback and different perspectives from my classmates.	3.95 0.8	2 Often observed
Learning tasks or performances provided by my teacher became an avenue to feel more comfortable asking questions and expressing ideas to my classmates when needed.	4.01 0.8	8 Often observed
My teacher provides an opportunity to understand concepts easily when explained by my peers who may use simpler words and examples I can relate to during group activities.	4.13 0.8	5 Often observed
My teacher provides learning tasks or projects which allows to be a peer mentor that helps me develop leadership skills and a sense of responsibility.	4.05 0.8	6 Often observed
Weighted Mean	4.0	6
SD	0.8	5
Verbal Interpretation	Hig	h

The results indicate that teachers often incorporate collaborative learning tasks, and mentorship activities that enables learners to support each other's learning. It shows that learners often engage in discussions and feel more comfortable expressing ideas and asking questions among peers. They also often observed that their teacher provides activities that results to gaining feedback with peers (M=3.95, SD=0.82).

However, there is room for further enhancement, particularly in ensuring that peer mentorship activities are structured to maximize gaining valuable feedback from peers. While learners benefit from collaborative interactions, challenges such as lack of confidence in peer feedback may need to be addressed. This implies that teachers actively create learning environment where learners mentor each other, reinforcing understanding and leadership skills. Through this, learners gain confidence in learning, develop communication skills, and engage more deeply with the content.

Similarly, the study of Pleschová and McAlpine (2024) revealed that for peer learning to happen, teachers must create a class where learners feel comfortable to speak and ready to learn from their peers. Thus, it is important that teachers foster a safe atmosphere where learners are willing to interact.

The Table 5 presents the level of the Experiential Learning Approach through cross-disciplinary learning as perceived by students. The results are based on the mean and standard deviation of responses assessing various aspects of crossdisciplinary learning integration in classroom instruction.

 

 TABLE 5. Level of Experiential Learning Approach Used by Teachers in Terms of Cross- disciplinary Learning

STATEMENT	MEAN SD	REMARKS
My teacher provides lessons and/or tasks that integrate concepts from other subjects to deepen my understanding.	3.97 0.83	Often
My teacher provides learning tasks that allow to apply knowledge from different subjects.	4.06 0.83	Often
My teacher provides lessons and/or learning tasks connected to other subjects that make learning more relevant and interesting.	4.04 0.88	Often
Lessons and learning tasks from my teacher connected with other subjects encourage creative problem-solving and innovative thinking.	3.94 0.82	Often
Learning activities provided that have a connection with other subjects encourage to think creatively.	4.03 0.85	Often
Weighted Mean	4.01	
SD	0.84	
Verbal Interpretation	High	i

The overall weighted mean of 4.01 with a standard deviation of 0.84 indicates that teachers use cross-disciplinary learning strategies in teaching. The results indicate that teachers frequently incorporate lessons and tasks that are relevant and interesting, and connect different subjects allowing learners to apply knowledge across disciplines, fostering deeper understanding. However, there is room for further enhancement particularly in providing lessons and tasks connected to other subjects to enhance creative problem solving and innovative thinking.

As supported by the study of Yazici et al. (2019) that examined the impact of cross-disciplinary teamwork, they found that learners' collaboration enables them to tackle problems and divide tasks accordingly leading to enhanced critical thinking and innovative solutions.

Moreover, Patel and Bhatt (2024) added that integration of different discipline is important in sharpening learners' understanding of various subjects thereby enabling them to become creative and better learners. Therefore, strengthening this aspect is crucial as creative problem solving and innovative thinking is an important facet of learning.

Table 6 presents the Level of Learners' Creativity in Terms of Adaptive Creativity, reflecting how students respond to new challenges, feedback, and unexpected situations with flexibility and innovation. The data is analyzed based on the mean and standard deviation.

The weighted mean of 3.89 with a standard deviation of 0.81 shows that learners often demonstrate adaptive creativity, indicating a high level of creative flexibility in their learning processes. The learners often use feedback in refining their work (M=4.00, SD=0.81), exhibiting a strong foundation in adaptive creativity, as they are open to feedback, willing to explore alternative solutions, and capable of adjusting their approaches when needed.



 TABLE 6. Level of Learner's Creativity in Terms of Adaptive Creativity

STATEMENT	MEAN	SD	REMARKS
I can quickly adapt to new information.	3.82	0.75	Often
I explore different approaches to find solutions to challenges.	3.85	0.78	Often
I am open to changing my methods if there are new options available.	3.97	0.87	Often
I use feedback to refine my work or solutions effectively.	4.00	0.81	Often
I embrace unexpected situations as opportunities for innovation.	·3.84	0.84	Often
Weighted Mean		3.89	
SD		0.81	
Verbal Interpretation		High	ı

It echoes the views of Wang et. al. (2021) that discussed that highly adaptive people embrace existing foundations and use existing ideas to create new ideas and focuses on concrete and solution-driven ideas. However, while they generally embrace unexpected challenges, some students may benefit from strategies that further enhance their ability to quickly process and apply new information in real-time situations. This result implies that students are typically receptive to new ideas, adaptable in their approaches, and effective in utilizing feedback to improve their work.

TABLE 7. Level of Learner's Creativity in Terms of Verbal creativity

STATEMENT	MEAN	SD	REMARKS
I express ideas using written language and oral	4.00	0.88	Often
discussion.			
I can create engaging narratives or stories for a	3.72	0.96	Often
task-related activity.			
I contribute innovative ideas in group discussions.	3.80	0.89	Often
I demonstrate the ability to "think outside the box"	3.84	0.84	Often
when using language in the learning activities.			
I can formulate creative and persuasive arguments	3.74	0.92	Often
during presentations.			
Weighted Mean		3.82	
SD		0.90	
Verbal Interpretation		High	

Table 7 presents the Level of Learners' Creativity in Terms of Verbal Creativity, reflecting how students express and contribute ideas, and formulate creative and persuasive narratives. The data is analyzed based on the mean and standard deviation. The weighted mean of 3.82 with a standard deviation of 0.90 shows that learners often demonstrate verbal creativity, indicating a high level of creative flexibility in their learning processes.

The results indicate that learners often express their ideas through written language and oral discussion (M=4.00, SD=0.88), contribute innovative ideas in group discussions (M=3.80, SD=0.89), and the ability to think "outside the box" (M=3.84, SD=0.84). However, there is room for further enhancement, particularly in creating engaging narratives and persuasive and creative arguments. Strengthening this aspect is important in developing learners' thinking skills and expression.

As what was revealed in the study of Lai (2024), hands-on learning with poster presentations enhances learners' oral communication integrating learners' written and oral expression. This implies that further creative enforcement through creative writing exercises, debate activities and handson learning can enhance learners' verbal creativity and communication skills.

Table 8 presents the Level of Learners' Creativity in Terms of Collaborative Creativity, reflecting how learners contribute and build on group's ideas. The data is analyzed based on the mean and standard deviation. The weighted mean of 3.93 with a standard deviation of 0.90 shows that learners often demonstrate collaborative creativity. Learners often respect and build inputs from their peers during group activities (M=4.07, SD=0.85).

 TABLE 8. Level of Learner's Creativity in Terms of Collaborative Creativity

 STATEMENT
 MEAN
 SD REMARKS

I actively share creative ideas with my classmates during group activities.3.910.91 OftenI contribute to the group when finding solutions for a task.4.020.87 OftenI respect and build on the inputs given by my groupmates during group activity.4.070.85 OftenI encourage my groupmates to explore unique approaches.3.800.87 OftenI find group activities and teamwork enhance my ability to think creatively.3.870.96 OftenWeighted Mean3.93 0.900.90Verbal InterpretationHigh	0	IAIEMENI	MEAN	SD KEWAKKS
I contribute to the group when finding solutions for a task.4.020.87 OftenI respect and build on the inputs given by my groupmates during group activity.4.070.85 OftenI encourage my groupmates to explore unique approaches.3.800.87 OftenI find group activities and teamwork enhance my ability to think creatively.3.870.96 OftenWeighted Mean3.930.90SD0.90High		I actively share creative ideas with my classmates during group activities.	3.91	0.91 Often
I respect and build on the inputs given by my groupmates during group activity. 4.070.85 OftenI encourage my groupmates to explore unique approaches.3.800.87 OftenI find group activities and teamwork enhance my ability to think creatively.3.870.96 OftenWeighted Mean3.93SD0.90Verbal InterpretationHigh		I contribute to the group when finding solutions for a task.	4.02	0.87 Often
I encourage my groupmates to explore unique approaches.3.800.87 OftenI find group activities and teamwork enhance my ability to think creatively.3.870.96 OftenWeighted Mean3.93SD0.90Verbal InterpretationHigh		I respect and build on the inputs given by my groupmates during group activity.	4.07	0.85 Often
I find group activities and teamwork enhance my ability to think creatively.3.870.96 OftenWeighted Mean3.93SD0.90Verbal InterpretationHigh		I encourage my groupmates to explore unique approaches.	3.80	0.87 Often
Weighted Mean3.93SD0.90Verbal InterpretationHigh		I find group activities and teamwork enhance my ability to think creatively.	3.87	0.96 Often
SD 0.90 Verbal Interpretation High		Weighted Mean	ŝ	3.93
Verbal Interpretation High	,	SD	(	).90
		Verbal Interpretation	1	High

The results indicate the learners often share creative ideas, contribute to group problem-solving, and respect their peers' inputs during group activities. Group members build on each other's ideas to generate better ideas. Additionally, learners frequently encourage teammates to explore unique approaches and acknowledge the role of teamwork in enhancing their creative thinking. This shows that fostering a collaborative learning environment with structured group activities and brainstorming sessions can further enhance learners' ability to work creatively with others.

As discussed in the Cambridge Handbook of Creativity of Kaufman and Sternberg (2019), the increased willingness to collaborate and cooperate with others is related to creative performance through elaboration and evaluation of ideas presented by team members. Thus, it emphasized the importance of collaboration in learners' motivation and performance.

Table 9 presents the Level of Learners' Creativity in Terms of Reflective Creativity, showing how learners analyze and reflect on their actions. The data is analyzed based on the mean and standard deviation. The weighted mean of 3.97 with a standard deviation of 0.81 shows that learners often demonstrate reflective creativity. The respondents often analyze the past actions to improve their performance (M=4.04, SD=0.84).

The results suggest that learners often engage in selfreflection, analyze their past actions, and assess the effectives of their creative solutions. However, some learners may require further guidance in deepening their reflective practices to maximize learning outcomes. This indicates that teachers should integrate structured reflection activities such as guided discussions to enhance learners' ability to critically evaluate their creative processes and generate innovative ideas.

TABLE 9. Level of Learner's Creativity in Terms of Reflective creativity

I reflect on my experiences to come up with 3.94       0.80 Often         innovative solutions to tasks.       I take time to analyze my past actions to improve my 4.04       0.84 Often         I take time to analyze my past actions to improve my 4.04       0.80 Often       future performance in school.         I often generate creative ideas after reflecting on 3.93       0.80 Often         challenges I have faced.       0.82 Often         I assess the effectiveness of my creative solutions 3.92       0.82 Often         after applying them.       0.79 Often         Weighted Mean       3.97         SD       0.81         Verbal Interpretation       High	SIAIEMENI	MEAN	SD	KEMAKKS
innovative solutions to tasks.0.84 OftenI take time to analyze my past actions to improve my 4.040.84 Oftenfuture performance in school.0.80 OftenI often generate creative ideas after reflecting on 3.930.80 Oftenchallenges I have faced.0.82 OftenI assess the effectiveness of my creative solutions 3.920.82 Oftenafter applying them.0.79 OftenI reflect on what I have done to generate new ideas. 4.010.79 OftenWeighted Mean3.97SD0.81Verbal InterpretationHigh	I reflect on my experiences to come up with	3.94	0.80	Often
I take time to analyze my past actions to improve my 4.040.84 Oftenfuture performance in school.0.80 OftenI often generate creative ideas after reflecting on 3.930.80 Oftenchallenges I have faced.0.82 OftenI assess the effectiveness of my creative solutions 3.920.82 Oftenafter applying them.0.79 OftenWeighted Mean3.97SD0.81Verbal InterpretationHigh	innovative solutions to tasks.			
future performance in school.I often generate creative ideas after reflecting on 3.930.80 Oftenchallenges I have faced.0.82 OftenI assess the effectiveness of my creative solutions 3.920.82 Oftenafter applying them.0.79 OftenI reflect on what I have done to generate new ideas. 4.010.79 OftenWeighted Mean3.97SD0.81Verbal InterpretationHigh	I take time to analyze my past actions to improve my	4.04	0.84	Often
I often generate creative ideas after reflecting on 3.930.80 Oftenchallenges I have faced.0.82 OftenI assess the effectiveness of my creative solutions 3.920.82 Oftenafter applying them.0.79 OftenI reflect on what I have done to generate new ideas. 4.010.79 OftenWeighted Mean3.97SD0.81Verbal InterpretationHigh	future performance in school.			
I assess the effectiveness of my creative solutions 3.920.82 Oftenafter applying them.0.79 OftenI reflect on what I have done to generate new ideas. 4.010.79 OftenWeighted Mean3.97SD0.81Verbal InterpretationHigh	I often generate creative ideas after reflecting on challenges I have faced.	3.93	0.80	Often
I reflect on what I have done to generate new ideas. 4.010.79 OftenWeighted Mean3.97SD0.81Verbal InterpretationHigh	I assess the effectiveness of my creative solutions after applying them.	3.92	0.82	Often
Weighted Mean3.97SD0.81Verbal InterpretationHigh	I reflect on what I have done to generate new ideas.	4.01	0.79	Often
SD0.81Verbal InterpretationHigh	Weighted Mean		3.97	
Verbal Interpretation High	SD		0.81	
	Verbal Interpretation		High	

It is supported by the view of López et al. (2024) that emphasizes the need for reflective practices to foster creativity. It shows that it is important for teacher should indicate activities that promote self-assessment and critical evaluation of one's creative processes. This means that when learners take time to assess their own ideas, they can develop stronger creative skills.

Beresford et al. (2024) further added that self-reflection, even when associated with negative emotions, can lead to enhanced creative thinking. This shows that encouraging learners to reflect on their emotional experiences may deepen their creative processes. It puts negative emotion in a different light, instead of seeing it as a setback, it can actually be a tool for deeper thinking and creativity.

Therefore, it shows that it is important for teachers to encourage learners to reflect on their successes and struggles as it can help learners gain a better understanding of their own creative processes and improve their ability to generate new ideas.

Table 10 presents the Level of Learners' Creativity in Terms of Critical Creativity, showing how learners analyze the consequences and evaluate ideas. The data is analyzed based on the mean and standard deviation.

TABLE 10. Level of Learner's	s Creativity in Terms	of Critical creativity
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STATEMENT	MEAN	SD	REMARKS
I evaluate multiple solutions to identify the most	4.05	0.77	Often
effective one needed for the task.			
I question existing methods and consider new approaches to problems.	3.94	0.83	Often
I combine logic and creativity when solving complex tasks.	3.90	0.83	Often
I carefully analyze the potential consequences of my creative ideas.	3.89	0.91	Often
I integrate critical evaluation with innovation in my decision-making process.	3.91	0.82	Often
Weighted Mean		3.94	
SD		0.83	
Verbal Interpretation		High	ı

The weighted mean of 3.94 with a standard deviation of 0.83 shows that learners often demonstrate critical creativity.

Respondents often evaluate multiple solutions to identify the most effective one (M=4.05, SD=0.77). The results indicate that learners often evaluate multiple solutions, questions existing methods, and integrate critical evaluation with innovation in decision- making process. However, there is room for further enhancement in fully analyzing consequences of creative ideas and combining logic and creativity when solving complex tasks. Strengthening this area may develop learners' creative and critical thinking.

This implies that teachers should foster an environment that encourages deeper critical thinking, problem-solving, and decision-making through activities like debates or case studies to further enhance learners' critical creativity. It is supported by the study of Stéphan et al. (2019) that explores the importance of creativity and critical thinking in the increasingly digitalized economies and societies. It shows the importance of teachers and the education system in building creativity and problem-solving ability of the learners. It can be developed through pedagogical resources and teaching strategies such as hands-on learning.

TABLE 11. Level of Learner's Resilience in	Terms	of Opti	mism
STATEMENT	MEA	N SD	REMARKS
I have positive expectations regarding future outcomes.	23.99	0.85	Often
I expect good things to happen in the near future.	3.91	0.85	Often
I view obstacles as redirections of my life.	3.87	0.85	Often
I believe a positive outcome will occur upon consideration of the factors of my actions.	3.99	0.86	Often
I believe that negative outcomes are only temporary and positive things will happen in the future.	3.98	0.83	Often
Weighted Mean		3.95	
SD		0.85	
Verbal Interpretation		High	1

The table 11 presents the Level of Learners' Resilience in Terms of Optimism, assessing learners' tendency to maintain a positive outlook on future events and challenges. The findings are analyzed based on the mean and standard deviation.

The weighted mean of 3.95 with a standard deviation of 0.85 indicates that learners often demonstrate optimism. Respondents often have positive expectations regarding future outcomes (M=3.99, SD=0.85) and believe that a positive outcome will occur upon consideration of the factors of their actions (M=3.99, SD=0.86). The results indicate that learners exhibit a high level of optimism, a key component of resilience. They generally maintain a positive perspective on challenges and future possibilities, which can contribute to their motivation and ability to persist through difficulties. However, further support may be beneficial in helping learners reframe obstacles as opportunities rather than setbacks.

Overall result implies that students generally maintain a hopeful attitude, view setbacks as temporary, and anticipate favorable outcomes based on their actions. It is strengthened by the study of Miranda and Cruz (2020) that explore the role of optimism in helping learners overcome difficulties. It was revealed that learners who maintain a positive outlook are more likely to persevere when faced with challenges, rather than feeling discouraged or giving up. Learners with higher



levels of optimism tend to demonstrate greater resilience and adaptive coping strategies.

The table 12 below presents the Level of Learners' Resilience in Terms of Self-efficacy, assessing learners' confidence in their ability to accomplish tasks, overcome difficulties, and persist in achieving goals. The findings are analyzed based on the mean and standard deviation.

TABL	E 12. Level of Learner	's Resilience in	Terms of	Self-efficacy	

STATEMENT	MEA	N SD	REMARKS
I believe that I will succeed in achieving the lesson goals.	n 4.15	0.76	Often
I believe that I can complete a task in a situation.	4.00	0.81	Often
I can recover quickly from failures.	3.77	0.88	Often
I view problems as learning opportunities.	3.95	0.84	Often
I participate in class activities and work hard to attain lesson goals.	o 3.96	0.80	Often
Weighted Mean		3.97	
SD		0.83	
Verbal Interpretation		High	ı

The weighted mean of 3.97 with a standard deviation of 0.83 indicates that learners often exhibit self-efficacy. The respondents often believe that they will succeed in achieving the lesson goals (M=4.15, SD=0.76). The results indicate that learners exhibit a strong belief in their capacity to achieve lesson goals and complete a task in a given situation. However, additional support will be beneficial to strengthen learners' self-efficacy, particularly in overcoming setbacks. This implies that learners with high self-efficacy are more likely to engage in class activities, work diligently toward their objectives, and demonstrate resilience when faced with academic difficulties.

It is in line with Cassidy (2015) who discussed the importance of self- efficacy to build learners' resilience. Moreover, he emphasized the need to identify factors that contribute to building resilience to develop strategies and interventions aimed at building it. Therefore, it only proved that building learners' self-efficacy will yield positive results in learners' performance.

Moreover, Schunk & Zimmerman (2023) stated that learners with high self-efficacy, participate actively, work harder, and persist longer than those with low self-efficacy. However, self-efficacy itself will not produce good performance, learners must have knowledge and skills. Therefore, self-efficacy can be connected to an optimistic person who has a positive outlook and expectancy regarding outcomes.

TABLE 13. Level of Learner's Resilience in Terms of Perseverance	<i>!</i>
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STATEMENT	MEAN	SD	REMARKS
When I set a goal, I do my best to pursue it.	4.06	0.76	Often
Obstacles and challenges do not hinder from reaching my goals.	3.88	0.80	Often
I do not give up when I am confronted with failure.	3.96	0.82	Often
II am diligent in completing my tasks.	3.93	0.85	Often
I have the courage and ability to continue despite challenges.	3.98	0.83	Often
Weighted Mean		3.96	
SD		0.82	
Verbal Interpretation		High	ı

The table 13 presents the Level of Learners' Resilience in Terms of Perseverance, assessing learners' determination to pursue their goals despite challenges. The findings are analyzed based on the mean and standard deviation. The weighted mean of 3.96 with a standard deviation of 0.82 indicates that learners often exhibit perseverance. Respondents often pursue the goals they set (M=4.06, SD=0.76). The results shows that learners are committed to achieving their goals, remain persistent in the face of obstacles, and demonstrate diligence in completing tasks. However, some learners may still require additional encouragement to sustain their motivation, particularly when facing repeated failures. This implies that learners with high perseverance are more likely to stay determined, overcome challenges, and continue striving for success despite difficulties. This result was supported by the findings of Thorsen et al. (2021) stressing the positive contribution of perseverance to academic performance. The findings revealed that perseverance contributes to higher academic performance, especially when combined with a strong interest in the subject matter. Amzil (2022) further added that high perseverance and adaptive helpseeking behaviors are strongly correlated with better academic outcomes emphasizing the importance of fostering resilience to enhance learners' performance, particularly during challenging times.

The table 14 presents the Level of Learners' Resilience in Terms of Growth mindset, assessing learners' beliefs about their ability to develop skills and intelligence through effort and persistence. The findings are analyzed based on the mean and standard deviation.

TABLE 14. Level of Learner's Resilience in Terms of Growth mindset

STATEMENT	MEAN	SD	REMARKS
I believe that my abilities enhance and develop through effort.	4.15	0.74	Often
I believe that I must continue to develop my abilities.	4.03	0.83	Often
I am receptive to corrective feedback.	3.93	0.86	Often
I am open to correcting my mistakes.	3.96	0.82	Often
I believe that everything can be learned as long as I exert effort.	4.10	0.84	Often
Weighted Mean		4.03	
SD		0.82	
Verbal Interpretation		High	ı

The weighted mean of 4.03 with a standard deviation of 0.82 indicates that learners often exhibit growth mindset. Respondents often believe that their abilities enhance and develop through effort (M=4.15, SD=0.74). The result suggest that learners generally believe their abilities enhance and develop through effort and recognize the importance of continuous learning.

However, further support may be given particularly to being open to correct mistakes and accept corrective feedback. Strengthening this area for learners' development. As emphasized by Zhao et. al. (2021), a person with a growth mindset is open to feedback and correcting their mistakes. McIntosh and Shaw (2017) added that it is crucial to the development and maintenance of learners' resilience. This implies that learners with a growth mindset are more likely to



engage in learning with resilience and strive to develop their abilities through sustained effort.

Kaya et al. (2024) findings revealed that growth mindset can influence learners' achievement. It can also increase individuals' resilience, perseverance, and attitude towards learning (Duckworth, 2016). Hence, the importance of this component in building learners' resilience. It implies that resilience might play a role in enhancing learners' well-being and academic achievement.

Table 15 presents the results of the test of relationship between the level of experiential learning approaches and learners' creativity, categorized into adaptive creativity, verbal creativity, collaborative creativity, reflective creativity, and critical creativity. Pearson correlation coefficients were used to determine the strength and significance of these relationships.

All experiential learning approaches show significant positive relationships with learners' creativity (p < .001), indicating that their utilization enhances various aspects of creativity. It is aligned with the study of Ramish et al. (2024) that experiential learning has positive impact on creativity, stressing that creativity increases with experiential learning.

 TABLE 15. Test of Relationship on the Use of Experiential Learning

 Approach Used by The Teachers on the Learner's Creativity

Experiential Learning Approaches		Learner's Creativity					
		Adaptive	Verbal	Collaborativ	Reflective	Critical	
		creativity	creativity	e creativity	creativity	creativity	
Challenge- based learning	Pearson Correlation	.341***	.321***	.397***	.333***	.284***	
	Sig. (2- tailed)	<.001	<.001	<.001	<.001	<.001	
	Ν	363	363	363	363	363	
Personalized experiential learning	Pearson Correlation	.347***	.314***	.313***	.260***	.327***	
	Sig. (2- tailed)	<.001	<.001	<.001	<.001	<.001	
	Ν	363	363	363	363	363	
Self- directed learning	Pearson Correlation	.470***	.403***	.476***	.450***	.435***	
_	Sig. (2- tailed)	<.001	<.001	<.001	<.001	<.001	
	Ν	363	363	363	363	363	
Peer mentorship	Pearson Correlation	.454***	.302***	.395***	.359***	.347***	
	Sig. (2- tailed)	<.001	<.001	<.001	<.001	<.001	
	Ν	363	363	363	363	363	
Cross- disciplinary learning	Pearson Correlation	.452***	.324***	.378***	.401***	.398***	
	Sig. (2- tailed)	<.001	<.001	<.001	<.001	<.001	
	Ν	363	363	363	363	363	

Note: \*p<.05, \*\*p<.01, \*\*\*p<.001

Self-directed learning exhibits the strongest correlations across all creativity domains, particularly in collaborative creativity followed by adaptive creativity. This indicate that when students take control of their learning, they develop higher levels of adaptability, collaboration, and critical thinking. The result implies that Self-directed learning appears to be the most effective experiential learning approach for fostering creativity, particularly in adaptability and collaboration. Encouraging student autonomy through projectbased learning and independent exploration can further enhance these skills.

This finding aligns with the study of Almulla (2020) highlighting that learner taking control of their learning through project-based learning fosters problem-solving abilities and collaborative skills. Charokar and Dulloo (2022) also added that self-directed learning is based on experiential learning and adult learning principles fostering skills for lifelong learning such as critical thinking, creativity, adaptability, and problem-solving. It only shows that autonomy is an important aspect of self-directed learning.

Furthermore, Brandt (2020) emphasized that learners develop self- directed learning skills as they engage with others. Thus, it shows that collaboration among learners and giving collaborative activities fosters collaborative creativity through collaboration, teamwork, communication, and conflict resolution which helps learners value the skill of personal autonomy and responsibility.

Peer mentorship and cross-disciplinary learning also show relatively strong correlations, particularly in adaptive creativity. These findings indicate that engaging with peers and exploring knowledge across different fields enhances students' flexibility and problem-solving skills. This means that Peer mentorship and cross-disciplinary learning play important roles in developing adaptive and reflective creativity, indicating that integrating collaborative learning strategies and interdisciplinary approaches can be beneficial.

Bussu and Moran (2024) findings revealed that peer mentoring assists in fostering professional skills, confidence, and scholarly productivity, leading to enhanced adaptability and problem-solving abilities. This underscores the role of peer mentorship in developing adaptive creativity. Moreover, Wheeler et al. (2023) added that cross-disciplinary learning experiences are associated with increased adaptability and creative problem-solving skills among learners. Challengebased learning and personalized experiential learning show moderate yet significant correlations with all aspects of creativity, with slightly stronger effects on collaborative creativity. This means that challenge-based and personalized experiential learning contribute positively to creativity but may require additional support mechanisms, such as guided reflection or structured critical thinking exercises, to maximize their impact.

This is supported by the findings of Rådberg et al. (2018) that learners who underwent challenge-based learning (CBL) perceive that they have developed deep skills in problem formulation and sustainable development, as well as working across disciplines and with different stakeholders.

Moreover, Yang et al. (2018) added that CBL nurtures creative thinking by involving learners in identifying and analyzing real-world problems. It highlights that while CBL positively contributes to creativity, incorporating guided



reflection and structured critical thinking exercises can further enhance its impact.

Overall, the result demonstrate that experiential learning approaches significantly contribute to learners' creativity, with self-directed learning showing the strongest influence across all domains. Implementing a balanced mix of these approaches can help cultivate a more dynamic and innovative learning environment, ultimately enhancing students' adaptability, collaboration, reflection, and critical thinking skills.

Table 16 presents the results of the test of relationship between the level of experiential learning approaches and learners' resilience, categorized into optimism, self-efficacy, perseverance, and growth mindset. Pearson correlation coefficients were used to determine the strength and significance of these relationships.

Experiential Learning Approaches		Learner's Resilience			
		Optimi sm	Self- efficacy	Persevera nce	Growth Mindse
Challenge-based learning	Pearson Correlation	.264***	.275***	.227***	.236***
	Sig. (2-tailed)	<.001	<.001	<.001	<.001
	Ν	363	363	363	363
Personalized experiential learnin	g Pearson Correlation	.349***	.296***	.348***	.250***
	Sig. (2-tailed)	<.001	<.001	<.001	<.001
	Ν	363	363	363	363
Self-directed learning	Pearson Correlation	.386***	.442***	.426***	.413***
	Sig. (2-tailed)	<.001	<.001	<.001	<.001
	Ν	363	363	363	363
Peer mentorship	Pearson Correlation	.427***	.367***	.342***	.330***
	Sig. (2-tailed)	<.001	<.001	<.001	<.001
	Ν	363	363	363	363
Cross-disciplinary learning Pearson Correlation		.380***	.379***	.337***	.293***
	Sig. (2-tailed)	<.001	<.001	<.001	<.001
	Ν	363	363	363	363

TABLE 16. Test of Relationship on the Use of Experiential Learning Approach Used by the Teachers on the Learner's Resilience

Note: \*p<.05, \*\*p<.01, \*\*\*p<.001

All experiential learning approaches show significant positive relationships with learners' resilience (p < .001), indicating that their utilization enhances various aspects of resilience. Self-directed learning exhibits the strongest correlations across all resilience domains, particularly in selfefficacy and perseverance. This indicate that when learners take control of their learning, they develop stronger belief in their abilities and are more persistent when facing challenges.

Self-directed learning fosters a sense of autonomy, allowing learners to make decisions about their learning and build their confidence. The result implies that Self-directed learning appears to be the most effective experiential learning approach for fostering resilience, particularly in self-efficacy and perseverance.

The findings align with Coros and Madrigal (2021) study where they found a significant relationship between selfdirected learning, self-efficacy, and academic motivation, supporting the idea that self-directed learning enhances resilience and perseverance. Eid (2024) also found a positive significant correlation between self-directed learning and emotional intelligence of learners with better academic results, indicating that self-directed learning contributes to perseverance and academic success.

Peer mentorship and cross-disciplinary also show relatively strong correlations, particularly in optimism. These findings indicate that interacting with peers, exchanging ideas and exploring knowledge across different fields enhances learners' optimism. This means that engaging in collaborative learning environments where learners share perspectives, support each other, and apply interdisciplinary approaches fosters positive outlook.

It is in line with the study of Le et al. (2024) that discussed the emotional and psychological well-being benefits of peer mentoring in higher education. It shows that it helps in increasing optimism among students. This means that when learners receive support and guidance from their peers, they feel more optimistic.

Similarly, Pölczman et al. (2024) observed that peer mentoring not only increased optimism but also learners' selfconfidence. This shows that when learners receive encouragement from their peers, it helps them handle their struggles in class and helps them believe in their own abilities.

Meanwhile, Fatma (2024) discusses the benefits of crossdisciplinary education, including the development of critical thinking, creativity, and problem-solving skills. These skills contribute to a more optimistic outlook by equipping students to navigate complex global challenges.

Challenge-based learning and personalized experiential learning show moderate yet significant correlations with all aspects of resilience, with slightly stronger effects on optimism. This means that challenge-based and personalized experiential learning contribute positively to resilience but may require additional support mechanisms, such as goalsetting exercises, mindfulness and gratitude practice, and peer support system.

Mbonimana and Sikubwabo (2024) study explores the impact of learner-centered approaches, including challenge-based learning, on learning outcomes in secondary schools,



showing the positive effects on learners' attitudes and optimism.

Overall, the result demonstrate that experiential learning approaches significantly contribute to learners' resilience, with self-directed learning showing the strongest influence across all domains. Implementing a balanced mix of these approaches can help cultivate a more dynamic and innovative learning environment, ultimately enhancing learners' optimism, selfefficacy, perseverance, and growth mindset.

## IV. CONCLUSION AND RECOMMENDATIONS

It was concluded that the level of experiential learning approach used by Social Studies teachers showed a significant relationship on learners' creativity. Therefore, the hypothesis was rejected. This suggests that respondents viewed that the experiential learning approach used by their teacher enhances different aspects of creativity. Thus, stressing the importance of integrating experiential learning methods into teaching practices to foster creativity.

It was concluded that the level of experiential learning approach used by Social Studies teachers showed a significant relationship on learners' resilience. Therefore, the hypothesis was rejected. This suggests that respondents viewed that the experiential learning approach used by their teacher enhances their resilience. It emphasized the value of integrating the approach into teaching to build learners' resilience and better prepare them for future.

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

Teachers may incorporate activities that allows learners to choose topics and/or projects suited to their learning pace and style.

Teachers may provide activities that showcase learners' skills in creating engaging narratives or stories for the tasks given.

Teachers may strengthen learners' social and emotional learning activities in their class such as self-reflection exercises that focuses on learners' viewing challenges as opportunities and redirections in life.

Social Studies teachers may undergo trainings and seminars relevant to application of experiential learning approaches particularly challenge-based learning and personalized experiential learning.

Social Studies teachers may intensify incorporating activities through challenge-based and personalized learning focusing on learners' optimism.

Future researchers may explore other learning approaches in relation to other aspects of learning.

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Selena Mae Porta, "Experiential Learning Approaches of Social Studies Teachers in Fostering Creativity and Building Resilience Among Learners," *International Journal of Multidisciplinary Research and Publications (IJMRAP)*, Volume 7, Issue 12, pp. 515-525, 2025.



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