

MEDIA LITERACY AND LEARNING BEHAVIOR OF PUBLIC ELEMENTARY SCHOOL PUPILS

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ABSTRACT

This study examines the media literacy level and learning behavior of public school elementary pupils. Nowadays, anyone with access to the internet may create mediated messages, enable people to influence society, and disseminate false information. Hence, this quantitative descriptive study ascertains pupils' level of media literacy, measures pupils' extent of manifestation of learning behavior, correlates pupils' media literacy and learning behavior, and suggests activities to enhance pupils' learning behavior through media literacy. Results showed that the majority of the respondents are highly literate in analyzing and moderately literate in evaluating and communicating. Responsibility, perseverance, and collaboration are highly manifested, while initiative is moderately manifested by the pupils. The pupils' level of media literacy is significantly related to their learning behavior. Multimedia projects, fact-checking, media literacy games, media literacy debate, creating short video or audio clips, group discussion, and creating podcasts are the suggested activities for sustaining pupils' learning behavior through media literacy. Teachers may integrate media literacy as part of their teaching strategy to foster the development of lifelong skills such as analyzing, evaluating, and communicating. Teachers, parents, guardians, and other peers may direct pupils to learn and incorporate media to build key abilities for gaining knowledge and avoiding harmful contents. Future researchers may conduct a follow-up study, taking into consideration other variables and concerns.

Keywords: Media literacy, Learning behavior, Elementary Pupils, Quantitative research

INTRODUCTION

The ability to produce and convey information has grown more widely available in today's enormously diverse media landscape, which increases people's influence and the possibility for the spread of false information. Different societal groups are impacted by this increased access to information, especially children. According to statistics, students spend 7-8 hours a day, on average, watching entertainment media. Two-thirds of preschoolers and one-third of primary school-aged kids now own smartphones or tablets (RCH National Child Health Poll, 2017). This extensive media exposure affects how students navigate their educational experiences, making it crucial to place an early emphasis on the development of 21st-century skills, particularly media literacy.

With the present educational paradigm increasingly incorporating hybrid learning, students benefit from the combination of in-person classroom instruction and online components (Eliveria, 2019). This technique allows students to access instructional resources both online and in the classroom. However, it has encountered obstacles in the Philippine environment due to technological and connectivity limitations. The Department of Education (DepEd) has recommended a diverse approach to blended learning that includes online, modular, radio-television methods, face-to-face instruction, and the incorporation of para-teachers. However, the reality of limited resources, such as gadgets and internet, has created new challenges for the efficient implementation of these strategies (Tupas & Laguda, 2020).

According to the Functional Literacy, Education, and Mass Media Survey (FLEMMS) data (PSA, 2020), the global move toward digitalization has seen Filipinos engage with various kinds of mass media, displaying functional literacy rates in 2019. The poll found variable rates across different media types, with television watchers having a functional literacy rate of 92.6% and internet use for research and email having a higher rate of 97.1%. The problem remains in instilling critical thinking and analysis in students' understanding of media messages.

In the Philippines, efforts to address media literacy have emerged through the "Critical Media Literacy Act of 2020," which aims to prepare students with the ability to independently understand media messages. However, the changing digital environment demands a more advanced strategy that not only protects students from harmful media messages but also equips them with vital media literacy skills to navigate the dense information landscape.

The vast amount of information available today has forced a change in the way that education is approached, with teachers now needing to continuously modify and update their techniques in order to help students develop media literacy, critical thinking, and 21st-century skills. This change emphasizes how crucial it is to comprehend students' viewpoints, which shapes a key component of this study. This study intends to provide light on how media-literate individuals could improve their learning experiences, integrating classroom activities with real-world contexts, by examining the relationship between media literacy and learning behaviors of elementary school students.

Purpose of the Study

The main purpose of this study was to determine the relationship between Media Literacy and the Learning Behavior of Public Elementary School Pupils in Batangas, Philippines.

Research Objectives

1. Ascertain pupils' level of media literacy relative to the following skills:

- 1.1 Analyzing,
- 1.2 Evaluating, and
- 1.3 Communicating

2. Measure pupils' extent of manifestation of learning behavior as to;

- 2.1 Responsibility,
- 2.2 Perseverance,
- 2.3 Initiative, and
- 2.4 Collaboration

3. Correlate pupils' media literacy and learning behavior.

4. Suggest activities to enhance pupils' learning behavior through media literacy.

Hypothesis

The study tested the hypothesis in its null form:

H₀: There is no significant relationship between media literacy and the learning behavior of elementary school pupils

METHODOLOGY

The main aim of this study was to investigate the correlation between media literacy and learning behavior of public elementary school pupils. To accomplish this, the study adopted a descriptive-correlational design to scrutinize the media literacy and learning behavior of public school elementary pupils. According to Cresswell (2012), a descriptive correlational design is a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently. The purpose of correlational research was to determine the relationship among two or more variables.

This study aimed to establish the relationship between these variables through the utilization of a researcher-made questionnaire structured into two sections: one is assessing media literacy and the other focusing on learning behavior. This questionnaire underwent rigorous development, validation, and reliability testing. From a population of 136 Grade VI pupils at Malvar Central School, a sample of 101 was selected using simple random sampling, encompassing various sections within the school.

Subsequently, after securing necessary permissions, the questionnaire was administered face-to-face to the Grade VI pupils. Responses were scored using a Four-Point Scale. The collected data was organized

and prepared for the analysis and interpretation phase. To assist in interpreting the calculated mean scores, the study employed specific mean ranges and their corresponding interpretations: 3.51-4.00: Highly Literate/Highly Manifested; 2.51-3.50: Moderately Literate/Moderately Manifested; 1.51-2.50: Slightly Literate/Slightly Manifested; 1.00-1.50: Least Literate/Least Manifested. Statistical measures such as mean, standard deviation, and Pearson product-moment correlation were employed to analyze the data, determining the levels of media literacy, variability in learning behavior, and investigating any significant relationships between the two variables.

RESULTS AND DISCUSSION

This part mainly deals with the research problems and covers the presentation, analysis and interpretation of the quantitative data gathered in the investigation. To give an in-depth analysis and interpretation, the data are arranged thematically and sequentially resembling the presentation of specific problems posed at the beginning of the study.

1. Media Literacy

In line with the statement of the problem specified in the study, the researchers first determined the respondents' level of media literacy. It included analyzing, evaluating, and communicating.

1.1 Analyzing

Analyzing refers to dividing messages into meaningful units. When individuals encounter media messages, they either adopt these messages superficially or they break these messages into parts. Table 2 reveals the distribution of the respondents according to analyzing.

Table 1. Media Literacy – Analyzing

Item Statements	Mean	Standard Deviation	Verbal Interpretation
As a Grade VI pupil, I ...			
1. inspect if the words or pictures are properly used for their purposes.	3.76	0.43	Highly Literate
2. question whether there is other meaning and purpose in the messages conveyed by the media.	3.45	0.59	Moderately Literate
3. check the truthfulness of the messages by asking questions to others.	3.38	0.84	Moderately Literate
4. understand the content of the media	3.37	0.71	Moderately Literate
5. look into the language of content.	3.32	0.74	Moderately Literate
Overall	3.46	0.51	Highly Literate

Table 1 shows media literacy in relation to analyzing. The table shows that the items have an attainable mean ranging from 3.32 to 3.76. It can be observed that the respondents are highly literate in using media when it comes to analyzing messages. This item gained the highest mean, which is 3.76 with a standard deviation of 0.43. These findings indicate that the pupils can critically analyze and interpret texts and

media effects. In accordance with the study of (Potter, 2008; Ertisti & Erdem 2017). When people receive media messages, they either accept them quickly or break them down into components and dig deeper into the messages by examining these sections separately.

In contrast, analyzing using media forms got the lowest mean acquired by the respondents, which was 3.32 with a standard deviation of 0.74. This means that they are less likely to analyze texts or messages in media forms. There are often difficulties when analyzing texts. (Ertisti & Erdem 2017), states that “This is because the main goal of media literacy is to enable critical autonomy in the relation with media”

In general, the pupils' level of media literacy, relative to analyzing, acquired an overall mean of 3.46 with a standard deviation of 0.51. It signifies that the pupils know how to interpret and analyze messages. This may be regarded as the most prominent skill of media literacy. This is because the main goal of media literacy is to enable critical autonomy in the relation with media (Ertisti & Erdem 2017), and the ability to analyze symbolic texts underlies media literacy (Livingstone, 2009; Ertisti & Erdem 2017).

1.2 Evaluating

Evaluating refers to making a judgment is performed via comparing media content to a standard. Table 2 reveals the distribution of the respondents according to evaluating.

Table 2. Media Literacy – Evaluating

Item Statements	Mean	Standard Deviation	Verbal Interpretation
As a Grade VI pupil, I...			
1. find out negative media contents to protect myself from this kind of content.	3.69	0.58	Highly Literate
2. determine the contents or messages in the media on a good basis and make an opinion about them.	3.44	0.64	Moderately Literate
3. inspect media texts in order to avoid negative media content	3.52	0.61	Highly Literate
4. check out problems I encountered and seeking assistance in taking action through safe media resources.	3.27	0.66	Moderately Literate
5. examine the fairness of information of media messages with commercial content.	3.52	0.61	Highly Literate
Overall	3.49	0.62	Moderately Literate

Table 2 shows media literacy relative to evaluating. It can be observed in the table that the items have an acquirable mean ranging from 3.27 to 3.69. It can be seen that the respondents are highly literate in using media when it comes to finding out negative media contents to protect themselves from those kinds of content. This item acquired the highest mean of 3.69 with a standard deviation of 0.58. This result indicates that the pupils understand the media content they encountered. The pupils are identifying harmful media contents to guard themselves. Thoman & Jolls, n.d., state that in the evaluation process, one relates the messages to one's own experiences and makes judgments about the reality and quality of the media and

messages.

Contrariwise checking out the problems they encountered and seeking assistance in taking action through safe media resources got the lowest mean acquired by the respondents, which was 3.27 with a standard deviation of 0.66. This signifies that they are less likely to evaluate media contents or messages in terms of ethical principles. This is supported by the study of Erdem (2018) Pupils, armed with nothing more than a single device, have access to a vast array of virtually unfiltered information.

Overall, the pupils' level of media literacy, relative to evaluating, obtained an overall mean of 3.49 with a standard deviation of 0.62. This implies that pupils are capable of making judgments of the value or quality of media messages or content based on the information they have obtained during media access. As stated in the research study of Ertisti and Erdem (2017), making an evaluation is performed through comparing media content to a standard or a value measure; these values may be ethical, moral, scientific, or democratic principles.

1.3 Communicating

Communication refers to the means of delivering and receiving data or information. Table 4 reveals the distribution of the respondents according to communicating.

Table 3. Media Literacy – Communicating

Item Statements	Mean	Standard Deviation	Verbal Interpretation
As a Grade VI pupil, I...			
1. communicate using media forms.	2.66	0.88	Moderately Literate
2. present media content and discuss its contentions.	3.20	0.74	Moderately Literate
3. create my own media message and sending it with other people.	3.01	0.91	Moderately Literate
4. know the possible result of sharing messages by nit asking permission to share from the owner/s.	3.31	0.66	Moderately Literate
5. share my thoughts effectively through media forms.	3.39	0.74	Moderately Literate
Overall	3.11	0.79	Moderately Literate

Table 3 reveals media literacy in relation to communicating. It can be observed in the table that the items have an obtained mean ranging from 2.66 to 3.39. It can be gleaned that the respondents are moderately literate in using media when it comes to sharing their thoughts effectively through media forms. This item gained the highest mean, which is 3.39 with a standard deviation of 0.74. This finding shows that the pupils can create and distribute their own messages by means of modern technology. Through these communication skills, they are not just a consumer of media but rather a creator. In accordance with the study of Schmidt (2013), his competencies regarding creating media messages and sharing them with other people.

Contrary to this, communicating using media forms got the lowest mean acquired by the respondents,

which was 2.66 with a standard deviation of 0.88. This means that they are much more likely to communicate in person than using different media forms. There are often misunderstandings when they communicate through media forms. Media literacy involves pupils as media producers who use media to engage a broader audience, and this was expected to struggle with vast and complicated social issues. (Weninger et al., 2017)

As a whole, the pupils' level of media literacy, relative to communicating, acquired an overall mean of 3.11 with a standard deviation of 0.79. It signifies that the pupils know how to create media messages and share them with other people. This skill is important because it can transform media consumers into creators and distributors. The results of the study conform to the skill of communication, which comprises capabilities with regard to making media messages and disseminating them with other individuals as well. The skill of communication is quite significant in regard to the fact that it converts people who consume media into media producers and distributors (Schmidt, 2013).

2. Learning Behavior

In line with the statement of the problem specified in the study, the researchers first determined the respondents' extent of manifestation of learning behavior. It included responsibility, perseverance, initiative, and collaboration.

2.1 Responsibility

Responsibility refers to their own skill in solving problems in relation to the learning process. Table 4 reveals the distribution of the respondents according to responsibility.

Table 4. Learning Behavior – Responsibility

Item Statements	Mean	Standard Deviation	Verbal Interpretation
Whenever there is schoolwork, I...			
1. attend classes on time and regularly.	3.78	0.44	Highly Manifested
2. prepare to attend my classes with all needed materials or school supplies.	3.83	0.45	Highly Manifested
3. finish all homework assignments	3.68	0.53	Highly Manifested
4. arrange my time well	3.57	0.63	Highly Manifested
5. cooperate with the teachers	3.61	0.54	Highly Manifested
Overall	3.69	0.52	Highly Manifested

Table 4 shows learning behavior in terms of responsibility. The table shows that the items have an attainable mean ranging from 3.57 to 3.83. When it comes to preparing to attend classes with all needed materials or school supplies, it can be seen that the respondents are highly manifested whenever there is schoolwork. This item had the highest mean of 3.83 with the standard deviation of 0.45. This result implies the essentials of pupils' preparedness and acquired learning fundamentals. Personal responsibility can lead to life-long learning by overcoming many of the challenges inherent in developing deeper and more meaningful learning opportunities over time (Deveci & Ayish, 2017).

Conversely, gathering the least mean of 3.57 with the standard deviation of 0.63, the respondents are still highly manifested in managing time whenever there is school work. This result manifests that students are able to organize and manage their responsibility in terms of time. Some researchers argue that a common trait among successful learners is that they take an active role in ensuring that their needs are met and sustained over time (Setiyadi, Sukirlan & Mahpul, 2016).

In a general sense, the respondents' learning behavior as to responsibility are highly manifested acquiring an overall mean of 3.69 with a standard deviation of 0.52. It signifies that pupils' responsibilities are essential for them to accomplish and meet their needs. Indeed, it has been shown that being responsible for one's learning is essential for academic, personal, and professional growth and success (Ning & Downing, 2012).

2.2 Perseverance

Perseverance refers to the ability to pursue one's goals to completion, even in the face of obstacles. Table 6 reveals the distribution of the respondents according to perseverance.

Table 5. Learning Behavior – Perseverance

Item Statements	Mean	Standard Deviation	Verbal Interpretation
Whenever there is schoolwork, I...			
1. listen carefully to teachers.	3.84	0.39	Highly Manifested
2. develop positive attitudes such as being cooperative, considerate, and accommodating.	3.80	0.40	Highly Manifested
3. welcome challenges.	3.54	0.55	Highly Manifested
4. asks questions when I do not understand	3.69	0.50	Highly Manifested
5. work hard for it with determination and resilience	3.79	0.41	Highly Manifested
Overall	3.73	0.45	Highly Manifested

Table 5 depicts learning behavior in terms of perseverance. The table shows that the items have an attainable mean ranging from 3.54 to 3.84. When it comes to listening carefully to teachers, it can be seen that the respondents are highly manifested whenever there is schoolwork. This item had the highest mean of 3.84 with the standard deviation of 0.39. This result implies that pupils are persistent and have a determination to adapt learning. The persistence of student learning is very important for pupils to have in learning. Pupils who have perseverance, determination and resilience in working intensively to be productive in the face of one or more dominant obstacles will succeed in their studies (DiNapoli, 2018).

While gathering the least mean of 3.54 with the standard deviation of 0.55, the respondents are still highly manifested in accepting challenges whenever the school works. This result manifests that students are still capable of accepting obstacles despite other circumstances. Perseverance of effort refers to an individual's tendency to invest long-lasting energy over a long period of time, whereas consistency of interest refers to the consistency of one's desire for higher-level goals, even when facing challenges, obstacles, or failures

(Teimouri et al., 2018; Amawidyati et al., 2021).

On the whole, the respondents' learning behavior as to perseverance are highly manifested acquiring an overall mean of 3.73 with a standard deviation of 0.45. It signifies that pupils are attaining self-confidence and learning constructive ways to deal and overcome any circumstances in learning. It is defined as courage to not give up when confronted with difficulties and failure; a quality that is predictive of quality work performance (Littman-Ovadia & Lavy, 2016).

2.3 Initiative

Initiative is the ability to be resourceful and work without always being told what to do. Table 7 reveals the distribution of the respondents according to initiative.

Table 6. Learning Behavior – Initiative

Item Statements	Mean	Standard Deviation	Verbal Interpretation
Whenever there is schoolwork, I...			
1. accomplish new tasks and complete old ones.	3.48	0.70	Moderately Manifested
2. finish my assignments on time.	3.68	0.53	Highly Manifested
3. do my work thoroughly and diligently	3.69	0.48	Highly Manifested
4. browse the internet and search other references to seek information	3.20	0.68	Moderately Manifested
5. do more than just assigned work.	2.96	0.87	Moderately Manifested
Overall	3.40	0.65	Moderately Manifested

Table 6 reveals the respondents' extent of manifestation of learning behavior as to initiative. It can be observed in the table that the items have acquired mean scores ranging from 2.96 to 3.69. As depicted in the data gathered, the respondents highly manifested that whenever there is schoolwork, they do their work thoroughly and diligently, as this item obtained the highest mean of 3.69 with a standard deviation of 0.48. This result implies that the respondents are active in the learning process, take responsibility for their learning, and do many good things of their own free will. This supports the study of Ayish and Deveci (2019) that pupils are active agents of their learning. Indeed, it has been shown that being diligent in one's learning is essential for academic, personal, and professional growth and success.

However, with the lowest mean score of 2.96 with a standard deviation of 0.87, the respondents were moderately manifested. This result implies that they managed their schoolwork but were not strong enough in doing more than just the assigned work. Songsirisak and Jitpranee (2019) stated that schoolwork benefited and supported pupils' learning although it had some psychological impacts on their learning and affected free time management.

All things considered, the respondents' learning behaviors as to initiative was moderately manifested and obtained a mean score of 3.40 with a 0.65 standard deviation. It signifies that pupils manage their time effectively when it comes to schoolwork. The academic purposes of schoolwork are to make students

acquire factual knowledge, improve academic study skills and raise positive attitudes towards schoolwork. Initiative is the behavioral intentions of a learner to create goals and work toward the attainment of the goals. Liando¹ & Lumettu et al. (2017) stated that initiative leads the pupils to encourage themselves to start doing things that can improve themselves, having action plan, their construct focused on the goal and doing action oriented to the goal, did not give up with the obstacles that might be found but trying to find out the solution creatively and being persistent in doing the act.

2.4 Collaboration

Collaboration involves pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates. Table 8 reveals the distribution of the respondents according to initiative.

Table 7. Learning Behavior – Collaboration

Item Statements	Mean	Standard Deviation	Verbal Interpretation
Whenever there is schoolwork, I...			
1. showcase my ability to work with my classmates effectively	3.51	0.57	Highly Manifested
2. help my classmates when needed.	3.81	0.44	Highly Manifested
3. follow rules for group meetings.	3.74	0.52	Highly Manifested
4. help my classmates solve problems and manage conflicts.	3.67	0.55	Highly Manifested
5. ask my teacher when I am confused about my school work	3.52	0.61	Highly Manifested
Overall	3.65	0.54	Highly Manifested

Table 7 shows the pupils' extent of manifestation of learning behavior as to collaboration. As observed in the table, the items have acquired mean scores ranging from 3.51 to 3.81. As shown in the gathered data, the pupils highly manifested that whenever there is schoolwork, they will help their classmates when needed, as this item obtained the highest mean of 3.81 with a standard deviation of 0.44. It reveals that pupils' learning behavior is effective when they are helping each other to understand their schoolwork. Results revealed that on the individual level, peer support by classmates was related to a higher ability to cope and academic achievement. The result complements the findings revealed by the study by King (2012) collaboration improves students' achievement, persistence, and attitudes. Collaboration with fellow learners increases motivation and helps students take responsibility for their own and their peers' learning.

On the other hand, acquiring the lowest mean score of 3.51 with a standard deviation of 0.58, the respondents were still highly manifested that whenever their schoolwork, they showcase their ability to work effectively with classmates. It indicates that the pupils are more effective in collaboration when they showcase their abilities. Working effectively with classmates can help pupils learn to communicate effectively, collaborate with others, and solve problems together. Collaboration is strengthened when pupils learn to work as a team. This supports the study of Sears and Reagin (2013) pupils working within

collaborative groups might even show increased motivation which leads to positive gains and learning outcomes.

As an overall result, the respondents' learning behaviors as to collaborations was highly manifested and obtained a mean score of 3.65 with a 0.54 standard deviation. This signifies that pupils are committed to the learning process. Collaboration benefits students when working on difficult tasks because it allows them to make progress as a group. Pupils are motivated as they are actively involved in the learning process. It encourages collaboration to be utilized in the learning process to promote learning behavior. According to Laal and Ghodsi (2012) Collaboration promotes critical thinking skills, involves students actively in the learning process, classroom results are improved, and models appropriate pupil problem solving techniques. Collaboration is the “mutual engagement of participants in a coordinated effort to solve a problem together.” Collaboration, on the other hand, involves participants working together on the same task, rather than in parallel on separate portions of the task.

3. Relationship between Media Literacy and Learning Behavior

Table 8 presents the relationship between the parental beliefs and practices on children's emergent literacy. The correlation of the variables was tested using the Pearson r formula.

Table 8 Relationship between Parental Beliefs and Practices on Children's Emergent Literacy

Variables	Computed r	Verbal Interpretation	p value	Decision Ho	Interpretation
Media Literacy and Learning Behavior	0.375	Weak Correlation	0.000	Reject	Significant

The table shows the level of media literacy was correlated to their extent of manifestation in learning behavior of Grade VI pupils in the Malvar Central School with the computed pearson r value of 0.375 which is meaningful at the level of $p < 0.05$. This implies that the null hypothesis was rejected, confirming that there is a significant relationship between level of media literacy and extent of manifestation of their learning behavior.

This conforms to the study of Celebi and Copur (2019) It can be seen that pupils are interested in media literacy education, which is still being addressed, that they are actively participating in the course and that they communicate effectively. Provided that the skills gained by the students (accessing, analyzing, and evaluating messages) are taken into consideration during the course, it is remarkable that the program complies with the objectives that can affect pupils' learning behavior. It focuses on those young people who are critical consumers and active media consumers who both develop their judgment and judicial skills as a result of evaluation and become original, independent media producers.

4. Activities to Sustain Pupils Learning Behavior through Media Literacy

After revealing the relationship between media literacy and learning behavior, the researcher suggested several activities to sustain pupils learning behavior through media literacy. These activities are designed to sustain media literacy by focusing on various skills such as listening, speaking, phonemic awareness, letter recognition, vocabulary, creativity, and a love for reading.

Table 6. Activities to Enhance Children’s Reading Emergent Literacy

Media Literacy	Objectives	Activities
Analyzing		
1. The Guessing Game	➤ To emphasize the relevance of visual communication that way to communicate ideas graphically in ways that are efficient and help to convey more meaning.	➤ Engage pupils in a multimedia project where they analyze the use of images, videos, and audio in conveying messages. They can create a presentation highlighting how these elements affect the message conveyed.
2. Fact-check it!	➤ To point up the importance of having online resources that can provide valuable learning opportunities and assess the validity of the information.	➤ Provide pupils with access to online resources, such as fact-checking websites, media literacy games, and interactive multimedia materials.
Evaluating		
1. Listen up!	➤ Allow pupils to take part in such argumentative activities in order to generate critical thinking abilities on the key issues in the given topic and to evaluate the various perspectives of each one.	➤ Pupils can participate in a media literacy debate where they argue their positions on a particular issue. This activity will help them to evaluate different perspectives and evidence.
2. Art of Media	➤ To engage the pupils in media content that allows them to exhibit their ability and skills to evaluate media messages	➤ Assign pupils to create a short video or audio clip that evaluates a media message, such as a TV ad or social media post. They can present their analysis to the class and receive feedback from their peers.
Communicating		
1. Think-Pair-Square	➤ Provide pupils with skills that will allow them to think critically about media. Collaboration and communication will take place, as well as the development of digital literacy skills through media engagement, information and technology	➤ Pupils can participate in a group discussion where they evaluate and critique news articles or advertisements for their bias, accuracy, and relevance. They can then communicate their findings to their classmates and explain their reasoning.
2. Anything is Poddable	➤ To develop pupils’ creativity and critical thinking skills through the use of media.	➤ Create a podcast project where pupils discuss a topic related to media literacy. They can conduct research and interviews to inform their discussion.

CONCLUSION AND RECOMMENDATIONS

The study's findings revealed varying levels of media literacy among pupils. Based on the above-mentioned findings of the study, the following conclusions are drawn: Majority of the pupils' level of media literacy relative to analyzing is highly literate whereas in evaluating and communicating is moderately literate; The pupils' extent of manifestation of learning behavior as to responsibility, perseverance, and collaboration is highly manifested and to initiative the pupils are moderately manifested; Their level of media literacy is significantly related to their extent of manifestation of learning behavior; and Multimedia projects, fact-checking, media literacy games, media literacy debate, creating short video or audio clips, group discussion and creating podcasts are the suggested activities in sustaining pupils' learning behavior through media literacy.

To leverage these findings, teachers should integrate media literacy into their teaching strategies to enhance pupils' critical skills, promoting meaningful learning and application to new situations. Implementing the recommended activities could foster pupils' media literacy skills, encouraging responsibility, perseverance, initiative, and collaboration. Monitoring and evaluating the impact of these activities will be crucial in assessing their effectiveness in enhancing media literacy. It is suggested that teachers, parents, and peers guide pupils in learning and interacting with media, developing essential critical thinking skills necessary for navigating and comprehending media content. Additionally, future research should consider exploring additional variables and conducting follow-up studies in different areas to validate and expand on the current findings.

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