

Interdisciplinary learning through integrated performance tasks: Enhancing academic achievement and advancing Sustainable Development Goals (SGD) in education

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Abstract

In the 21st century, education demands innovative approaches that bridge disciplinary boundaries to foster holistic learning. The integration of interdisciplinary performance tasks has gained traction as an effective strategy to enhance students' critical thinking, collaboration, and problem-solving skills. At Talangan Integrated National High School, an integrated performance task was implemented for Grade 11 STEM learners, aiming to assess its impact on academic performance while aligning with the Sustainable Development Goals (SDGs). This study explored how interdisciplinary tasks influence learners' academic achievement across six core subjects: Reading and Writing, Pagbasa at Pagsusuri, Statistics and Probability, Physical Science, Personal Development, and Health Optimizing Physical Education. This action research utilized a mixed-methods approach, involving 245 Grade 11 learners. Quantitative data were collected from students' academic records and analyzed using a paired t-test to determine significant differences in academic performance before and after the intervention. Qualitative data were gathered through surveys and focus group discussions to examine students' perceptions, challenges, and benefits of the integrated task. Findings revealed a statistically significant improvement in students' academic performance, indicating that interdisciplinary tasks contribute to deeper learning, enhanced problem-solving abilities, and improved engagement with real-world issues. Thematic analysis further highlighted key benefits such as increased teamwork, better conceptual understanding, and motivation to apply knowledge across disciplines. However, challenges such as time constraints, varying levels of engagement, and coordination among subject teachers were also noted. Based on the findings, the study recommends institutionalizing interdisciplinary performance tasks with enhanced teacher collaboration, incorporating real-world case studies, and leveraging technology to improve execution. Future research should investigate the long-term effects of such tasks on students' higher-order thinking skills, adaptability, and preparedness for higher education and the workforce.

Keywords: Academic achievement; collaborative learning; integrated performance tasks; interdisciplinary learning; sustainable development goals

1. Context and Rationale

Integrated performance tasks provide students with an interdisciplinary approach to learning, encouraging collaboration and real-world problem-solving. By consolidating learning from multiple core subjects into a single culminating activity, students can see the interconnectedness of their studies and apply knowledge practically. The Department of Education (DepEd) Order No. 21, s. 2019, advocates for the use of integrative performance tasks to enhance learners' abilities to address real-world problems. Furthermore, DepEd Order No. 8, s. 2015, highlights the importance of authentic assessment practices in developing critical thinking, collaboration, and research skills.

Education in the 21st century demands an interdisciplinary approach that fosters critical thinking, creativity, and real-world problem-solving. Recognizing this, Talangan Integrated National High School has

initiated an integrated performance task for Grade 11 STEM learners, wherein groups of students collaboratively design sustainable community development proposals. This initiative not only enhances academic achievement but also nurtures essential life skills such as teamwork, research, and innovation. By engaging in a cross-disciplinary learning experience, students develop a deeper understanding of how various subject areas interconnect in addressing real-world challenges. Furthermore, this initiative is strongly aligned with the United Nations Sustainable Development Goals (SDGs), particularly SDG 4 - Quality Education, SDG 11 - Sustainable Cities and Communities, and SDG 17 - Partnerships for the Goals. SDG 4 emphasizes the need for inclusive and equitable quality education that promotes lifelong learning opportunities. Through this integrated performance task, learners gain a holistic education that extends beyond textbooks, fostering analytical and problem-solving skills essential for future academic and professional success. Meanwhile, SDG 11 is directly reflected in the students' proposals, which focus on sustainable urban planning, environmental conservation, and community well-being. By engaging in discussions about sustainability, students cultivate a sense of responsibility toward building resilient and livable communities. Lastly, SDG 17 is evident in the collaborative nature of the project, as it encourages partnerships among students, teachers, and potentially

The current study builds upon key insights from previous research that emphasized collaborative, innovative, and data-informed approaches to improve educational outcomes. Pascual (2021) highlighted the importance of parent-teacher-learner collaboration in modular distance learning, emphasizing how cohesive stakeholder engagement can enhance student motivation and performance, which aligns with SDG 4 on inclusive and quality education. This collaborative model supports the current study's interdisciplinary approach, which also relies on the collective effort of various educational stakeholders to achieve holistic learning outcomes. Similarly, Pascual (2021) introduced the 2C-2I-1R approach—a strategy to reduce Math anxiety by incorporating creativity, collaboration, integration, and reflective practices. This approach resonates with the integrated performance tasks promoted in the present study, as both encourage learner-centered, cross-disciplinary methods that develop critical thinking and confidence. San Miguel and Pascual (2021) in the exploration of the efficacy of the use of different teaching approaches in Math found out that among the five approaches, reflective teaching is the one least used. The study of Pascual (2022) showed that this approach immerses the students in the value of learning, making it known to them that what they are learning in the four corners of the classroom would not be valuable if they cannot use them in practical ways, for themselves and the people around them. Finally, the systematic forecasting and meta-analysis conducted by San Miguel and Pascual (2023) provide empirical evidence of regional disparities in numeracy and literacy skills, underlining the urgency of educational innovations that bridge gaps in learning. Their findings support the rationale of this study's pursuit of integrated performance tasks as a means to elevate academic achievement while addressing broader educational inequalities, thereby contributing meaningfully to the attainment of SDGs in the Philippine education system. even external stakeholders who may provide insights into real-world applications of sustainable development.

This study focuses on introducing an integrated performance task across six core subjects for Grade 11 learners at Talangan Integrated National High School. The culminating activity, "Sustainable Community Development Proposal," serves as an interdisciplinary platform to demonstrate competencies from Reading and Writing, Pagbasa at Pagsusuri, Statistics and Probability, Physical Science, Personal Development, and Health Optimizing Physical Education (HOPE). This research aims to assess the impact of this approach on learners' academic performance compared to traditional teaching and assessment methods.

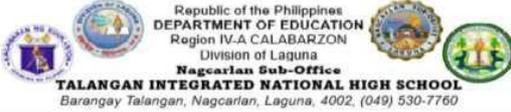
1.1. Action Research Questions

The study aims to investigate on the impact of interdisciplinary performance tasks cum culminating activity to the academic performance of grade 11 learners of Talangan Integrated National High School.

Specifically, it seeks to answer the following questions:

- What is the average academic performance of Grade 11 learners across six core subjects during the first semester of S.Y. 2024–2025 when interdisciplinary performance tasks were not implemented?
- What is the average academic performance of Grade 11 learners across six core subjects during the second semester of S.Y. 2024–2025 with the introduction of interdisciplinary performance tasks?
- Is there a significant difference in the academic performance of Grade 11 learners before and after implementing interdisciplinary performance tasks?
- What challenges and opportunities do learners and teachers encounter during the implementation of interdisciplinary performance tasks?

1.2. Proposed Innovation



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Sustainable Community Development Proposal

Breaking the Cycle: Sustainable Livelihood and Skills Development Initiatives for Barangay Alumbrado

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STEM 11 Vibrant

ABSTRACT

Poverty is a problem by every government, Philippines is not an exception to this problem. Many Filipinos faces this problem, not only on the first generation of their family, but also the following generations. According to Philippine Statistics Authority (2023), 10.9% of Filipino families were classified to be on the poverty line that is equivalent to 2.99 million families. Meaning that they can barely afford basic foods, and non-food needs such clothing and shelter, sometimes not even able to have these everyday needs. The statisticians of Talangan Integrated National High School from the strand of Science, Technology, Engineering, and Mathematics (STEM) conducted a survey among the citizens of barangay Alumbrado, Nagcarlan, Laguna to determine the unemployment rate within the barangay.

Using eight households, and 95% confidence interval, the statisticians were able to determine the sample mean, which is approximately 0.502, and sample standard deviation yields at 0.194. Using this information, the margin of error was determined as 0.163, using a degree of freedom of 7, and has a t-score of 2.365. Due this, the lower boundary was computed around 0.339, and upper boundary estimated to be in 0.665. Meaning that the population mean is around in between 0.339 and 0.665 with a 95% of confidence interval.

The statisticians propose to have an activity involving the youth to teach them how to manage their money in order to break the endless cycle of poverty at a young age. This could help not only for their future but also the economy of the future of the Philippines. Which supports the claim of Fernando (2024) about the earlier the lesson an education about financial, the more successful in the future.






The statisticians obtaining data through a survey in Barangay Alumbrado, going door to door for the needed details for the community plan.

Collaborating Subjects & Teachers

Reading & Writing: **Eric C. Robis**
Pagbasa & Pananaliksik: **Daizery C. Pera**
Statistics & Probability: **Elymar A. Pascual**
Physical Science: **Laami A. Hernandez**
Personal Development: **Glairalyn B. Montez**
Physical Education: **Jef Antoinette B. Ullamado**
Advisor: **Elymar A. Pascual, EdD**
Principal: **Mercedita P. Pabico, EdD**



the application of the proposed fitness plan for the children of Barangay Alumbrado.

Sample Sustainable Community Development Proposal

The "Sustainable Community Development Proposal" serves as the integrated performance task designed to provide learners with an interdisciplinary and collaborative learning experience. Students will work in groups of 6–7 members to address real-world challenges such as environmental conservation, public health, or community wellness. Each core subject will contribute a specific performance task that connects to the overall proposal, highlighting the integration of Reading and Writing, Pagbasa at Pagsusuri ng Iba't Ibang Teksto Tungo sa Pananaliksik, Statistics and Probability, Physical Science, Personal Development, and Health Optimizing Physical Education (HOPE).

For the Reading and Writing component, students will write an academic project proposal demonstrating coherence, organization, and use of textual evidence. In Pagbasa at Pagsusuri, they will create a research-based rationale in Filipino, complete with a review of related literature from Filipino sources. Through Statistics and Probability, learners will gather and analyze data related to their project using statistical methods, such as computing the mean or creating graphical representations. The Physical Science task requires them to design a scientific component of their proposal, such as an energy-efficient system or sustainability initiative. For Personal Development, students will reflect on their teamwork experiences through a journal or vlog, focusing on communication and emotional intelligence. Lastly, in HOPE, learners will incorporate a health and wellness plan to address the physical fitness or health needs of the proposed community. The culminating activity will be a poster exhibit showcasing the proposals, allowing peers and teachers to assess the projects holistically before the final exams on April 7–8, 2025.

2. Action Research Methods

2.1. Participants and/or other Sources of Data and Information

This study will involve all Grade 11 learners (245 students) at Talangan Integrated National High School, distributed among seven sections: STEM 11, ABM 11, GAS 11, ICT 11, Caregiving 11, Automotive 11 A, and Automotive 11 B. Participants include students from various strands and tracks, ensuring diverse perspectives and challenges in implementing the integrated performance task.

Using Slovin's Formula to get the minimum number of participants for data gathering, and using 5% margin of error (e), the computation shows the sample for this study.

Formula:

$$n = \frac{N}{1 + Ne^2}$$

Substituting the values:

$$n = \frac{245}{1 + (245 \times 0.05^2)}$$

$$n = \frac{245}{1 + (245 \times 0.0025)}$$

$$n = \frac{245}{1 + 0.6125}$$

$$n = \frac{245}{1.6125}$$

$$n \approx 151.96$$

Since the sample size must be a whole number, we round it to **152 respondents**.

2.2. Data Gathering Methods

Data collection will begin with gathering learners' academic performance records during the first semester of S.Y. 2024–2025, when integrated performance tasks were not yet introduced. These records will be compared to academic performance during the second semester when the tasks are implemented. Surveys and focus group discussions will also be conducted to gather insights into the experiences, challenges, and opportunities encountered by both learners and teachers during the intervention. The surveys will utilize a combination of Likert-scale and open-ended questions, while focus group discussions will follow a semi-structured format to explore deeper insights into the participants' experiences.

The primary instruments for data collection include official grade records, teacher and student surveys, and focus group discussion guides.

2.3. Data Analysis Plan

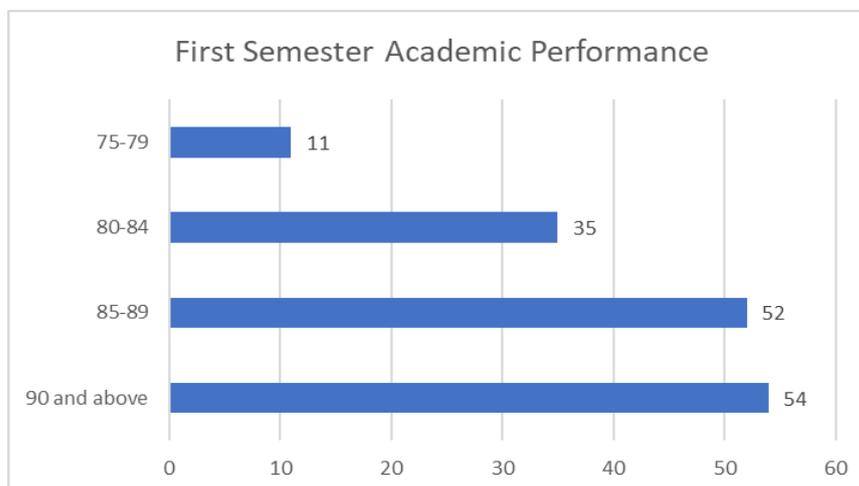
Quantitative data will be analyzed using paired t-tests to determine if there is a statistically significant improvement in learners' academic performance before and after the implementation of integrated performance tasks. Qualitative data from surveys and discussions will be analyzed thematically to identify recurring themes, challenges, and benefits of the intervention.

2.4. Ethical Consideration

Ethical considerations will be strictly observed throughout the study. Informed consent will be secured from all participants, including students, parents, and teachers. Anonymity and confidentiality will be upheld by assigning codes to participants rather than using personal identifiers. Participation will remain voluntary, and participants can withdraw from the study at any time without any negative consequences. All findings will be reported in aggregate to ensure the privacy of individual responses. You can use this version for your action research proposal. Let me know if you need further refinements!

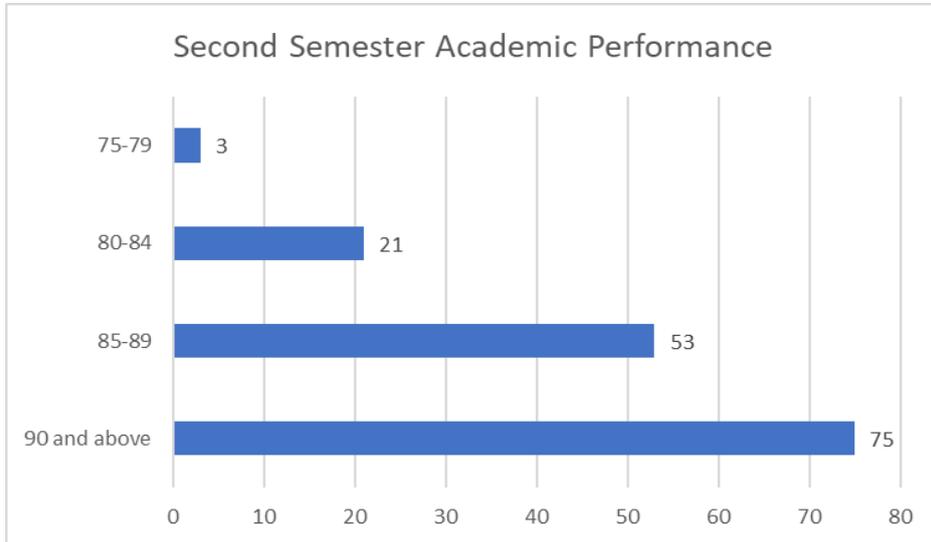
3. Results and Discussion

3.1. Academic Performance before the Implementation of Interdisciplinary Performance Tasks (First Semester)



The computed mean academic performance of Grade 11 learners before the implementation of integrated performance tasks (Pre-Test) was 87.16, with a standard deviation (SD) of 4.47. This suggests that students generally performed well in their academic subjects during the first semester, with moderate variation in their scores.

3.2. Academic Performance after the Implementation of Interdisciplinary Performance Tasks (Second Semester)



After implementing integrated performance tasks, the mean academic performance of Grade 11 learners (Post-Test) increased to 88.93, with a standard deviation (SD) of 4.06. The slight increase in the mean score indicates an improvement in academic performance, suggesting that the integration of performance tasks had a positive effect on student learning outcomes.

3.3. Difference in Academic Performance before and after the Implementation of Interdisciplinary Performance Tasks

	Mean	SD	t-value	t-crit	p-value	Decision
Before	87.16	4.47	7.05	1.976	0.00	Significant
After	88.93	4.06				

alpha = 0.05

A paired t-test was conducted to determine whether the observed increase in academic performance was statistically significant. The computed t-value was 7.05, with a corresponding p-value of 0.00 ($p < 0.05$). Since the p-value is less than 0.05, we reject the null hypothesis and conclude that there is a significant difference in academic performance before and after implementing integrated performance tasks.

The significant improvement in academic performance aligns with existing literature on interdisciplinary learning and performance-based assessments. DepEd Order No. 21, s. 2019 underscores the importance of integrative performance tasks in fostering meaningful learning and deeper conceptual understanding. The observed enhancement in student performance suggests that interdisciplinary tasks contribute to better knowledge retention and application, reinforcing the effectiveness of this approach.

Similarly, Wiggins and McTighe (2005), in *Understanding by Design*, emphasize that performance-based assessments encourage students to apply their learning in authentic contexts, ultimately leading to the development of higher-order thinking skills and improved academic outcomes. The findings of this study support their argument, indicating that learners benefited from the real-world application of knowledge through interdisciplinary tasks. Moreover, Trilling and Fadel (2009), in *21st Century Skills: Learning for Life in Our Times*, highlight the role of interdisciplinary learning in fostering essential 21st-century skills such as problem-solving, collaboration, and critical thinking. The observed improvement in student performance in the second semester suggests that the integration of tasks across multiple subjects helped learners develop these crucial competencies, further strengthening their academic achievements.

The findings indicate that implementing integrated performance tasks positively influenced the academic achievement of Grade 11 learners. This reinforces the idea that interdisciplinary approaches in education can enhance learning outcomes, promote critical thinking, and support the Sustainable Development Goals (SDGs) in quality education.

3.4. Challenges and Opportunities that Teachers and Learners Encounter

Nineteen respondents were interviewed regarding their feedback and reflection in the conducted culminating activity for grade 11 learners focusing on Sustainable Community Development Proposals. The 19 participants are composed of 6 teachers, 7 learners, and 6 parents. Here are themes and sub-themes based on the reflections shared by teachers, parents, and learners regarding the implementation of integrated performance tasks, with an emphasis on challenges and opportunities encountered by learners and teachers. Each theme is supported by sub-themes and relevant excerpts from the data:

3.4.1. Theme 1: Collaboration and Teamwork in Interdisciplinary Learning

- **Sub-theme 1.1: Collective Effort and Mutual Support**

"Decision making is truly vital in such things that can have different sides like schedules and places. But coping up with that your success would have a smile on your faces after." — Learner 1

"Having each other's back, covering each other's weaknesses we can conquer every challenge and task given to us in this activity." — Learner 7

Collaboration is key to the success of integrated performance tasks. Learners frequently mention the importance of teamwork in overcoming challenges, particularly when confronted with difficult tasks. Teachers also recognize that collaborative projects can help learners develop essential interpersonal skills and enhance their understanding of real-world applications.

- **Sub-theme 1.2: Unity and Collective Responsibility**

"Through unity, we will be able to lessen the different kinds of problems our communities are facing. Additionally, I have realized that we are not just students who find their purpose at school but we can also be the solution and the missing part to improve our communities." — Learner 2

"The unity and support from my team helped to successfully achieve this project." — Learner 3

Learners recognize that working together as a group is not only about dividing tasks but about sharing responsibilities and challenges. The mutual support and collective responsibility extend beyond academic tasks, leading to personal growth.

3.4.2. Theme 2: Time Management and Overcoming Burnout

- **Sub-theme 2.1: Effective Time Planning and Execution**

"I learned how to manage my time... it is impossible to cram or finish this in just a day because it has

a lot of tasks, you have to plan or to schedule to finish it."—Learner 1

"It feels so much better to do the tasks ahead of time instead of cramming it." — Learner 2

Time management emerged as both a challenge and an opportunity for learners. The need to balance multiple tasks and subjects in a limited time frame required strategic planning. While some learners initially struggled with procrastination, the process helped them realize the importance of time management for effective task completion.

- **Sub-theme 2.2: Stress and Burnout Management**

"Some of the leaders, including me, experienced burnout... maybe it's because we're overwhelmed by the simultaneous tasks that's why we experienced that." — Learner 2

"We learned how to cope with burnout by supporting each other." — Learner 3

The pressure of deadlines and the complexity of tasks led to experiences of stress and burnout among learners, especially those with multiple responsibilities. However, these experiences also provided opportunities for personal resilience, self-discipline, and stress management.

3.4.3. Theme 3: Real-World Application and Social Impact

- **Sub-theme 3.1: Addressing Community Issues**

"We learned that every barangay has different problems that others do not pay attention to. That is why through this project we can now solve the overlooked problems of the barangay." — Learner 4

"This culminating activity will enhance students' awareness of their surroundings and the issues affecting their community while encouraging them to think of possible solutions." — Teacher 2

The integrated performance task allowed learners to engage with real-world problems, particularly in their communities. This gave them a sense of purpose and the opportunity to develop solutions for social, environmental, and civic challenges.

- **Sub-theme 3.2: Fostering Responsible Citizenship**

"This culminating activity will also encourage them to develop a strong sense of compassion (Makatao) and patriotism (Makabansa)." — Teacher 2

"Through this process, we have gained valuable skills in critical thinking, problem-solving, and teamwork." — Learner 2

The project helped learners develop a sense of social responsibility and citizenship, empowering them to contribute to their communities and work toward sustainable development goals.

3.4.4. Theme 4: Teacher Guidance and Professional Growth

- **Sub-theme 4.1: Role of Teachers as Mentors**

"This project enables learners to apply academic concepts to real-world challenges, fostering essential skills such as critical thinking, problem-solving, communication, and leadership." — Teacher 4

"Thank you to the teachers for always making time to ask how our proposal is going or whether we are still okay" — Learner 3

Teachers not only facilitated the project but also served as mentors, guiding learners through challenges and encouraging them to think critically. The teachers' involvement allowed for a more personalized learning experience, which benefited both the students and the educators.

- **Sub-theme 4.2: Professional Development and Fulfillment**

"This initiative has given me a new dimension in education—one that emphasizes collaboration, real-world application, and societal impact." — Teacher 1

"This activity encourages innovative teaching strategies and meaningful mentorship, leading to professional growth and fulfillment." — Teacher 4

Teachers also mentioned that the experience of facilitating the integrated performance task helped them grow professionally. It provided opportunities for innovative teaching strategies and deepened their commitment to quality education.

3.4.5. Theme 5: Parental Involvement and Support

- **Sub-theme 5.1: Parent-Teacher Collaboration**

"Thank you to all parents because of their never-ending support although they knew that their children would go home late at some point." — Learner 3

"This program helps shape them not only in their social interactions but also in preparing them to contribute to society in the future." — Parent 2

Parents played a critical role in supporting their children's academic tasks. Their involvement, whether through helping with tasks or providing emotional support, was a key component of the project's success.

- **Sub-theme 5.2: Encouraging Students' Growth**

"For me, I can say that their culminating activity is a great help in honing their minds, making them aware that they have responsibilities they are capable of fulfilling." — Parent 1

"Having a culminating activity is a great way to expand, grow, and further sharpen the knowledge of each student, not only within the school but also outside of it."-Parent 5

Parents expressed pride in their children's growth throughout the project, highlighting how it contributed to their personal development and helped them recognize their responsibilities as future citizens.

3.4.6. Theme 6: Personal Growth and Empowerment

- **Sub-theme 6.1: Building Self-Confidence**

"Through this project, I realized that we are not just students who find their purpose at school but we can also be the solution and the missing part to improve our communities." — Learner 3

"The project empowers us as individuals and as a community." — Learner 2

The integrated performance task helped learners gain confidence in their abilities to contribute meaningfully to their communities and academic projects. Through successful completion of the tasks, students realized their potential to affect change and be leaders.

- **Sub-theme 6.2: Leadership Development**

"I learned how to manage my time... and gained valuable skills in leadership and teamwork." — Learner 2

"This activity helped me to develop better leadership skills as I was in charge of coordinating some of the tasks within the group." — Learner 4

Learners emphasized the leadership opportunities the project provided, where they had to take charge of different aspects of the task, make decisions, and lead their peers toward achieving a common goal.

These themes and sub-themes encompass the key challenges and opportunities presented by the implementation of integrated performance tasks. They reflect the multi-dimensional impact on learners, teachers, and parents, particularly in relation to collaboration, real-world application, time management, and personal growth. The provided excerpts support these insights, showing how the implementation affected each stakeholder group and how it led to meaningful educational experiences.

4. Conclusion, Recommendations and Reflection

4.1. Conclusion

The findings of this study indicate that the implementation of interdisciplinary integrated performance tasks significantly improved the academic performance of Grade 11 learners at Talangan Integrated National High School. The statistically significant increase from the first to the second semester highlights the effectiveness of collaborative, real-world learning approaches. Through teamwork, time management, and critical problem-solving, students not only developed academic competencies but also gained personal and social skills that align with Sustainable Development Goals (SDG) 4 (Quality Education), SDG 11 (Sustainable Cities and Communities), and SDG 17 (Partnerships for the Goals). The integration of disciplines in a culminating activity fostered responsible citizenship, innovation, and a deeper understanding of community issues, equipping learners with essential 21st-century skills. Moreover, the study emphasizes the crucial role of teachers as facilitators, parents as support systems, and the wider community in sustaining meaningful educational reforms.

4.2. Recommendations

Based from the findings that came out in this exploration, the following recommendations are thus laid down:

- * **School Heads** should institutionalize interdisciplinary performance tasks as part of the school's instructional framework to sustain and expand the benefits observed in this study. Professional development programs should also be provided to equip teachers with effective interdisciplinary teaching strategies.

- * **Teachers** should integrate performance-based assessments into their instructional design, ensuring that students engage in collaborative, real-world learning experiences. Emphasis should be placed on fostering teamwork, time management, and leadership skills among learners.

- * **Parents** should continue supporting their children by encouraging active participation in school activities and providing a conducive home environment for collaborative and project-based learning. Their involvement in school programs can strengthen the learners' motivation and engagement.

- * **Community Leaders** should establish partnerships with schools to provide real-world contexts for student projects. By engaging students in local sustainability initiatives, they can create opportunities for experiential learning that address pressing community concerns.

- * **DepEd Officials** should advocate for the integration of interdisciplinary performance tasks into the national curriculum. Policies should support innovative teaching approaches that enhance student engagement, critical thinking, and problem-solving abilities.

- * **Curriculum Developers** should design learning modules that incorporate interdisciplinary performance tasks aligned with the Sustainable Development Goals. These modules should emphasize real-world applications and the development of essential 21st-century competencies.

- * **Future Researchers** should explore the long-term impact of interdisciplinary learning on student achievement and career readiness. Further studies can also investigate how integrated performance tasks influence students' engagement with STEM, humanities, and social sciences in higher education.

- * **Educational Institutions** should foster collaborations between schools, universities, and industries to strengthen experiential learning opportunities. Partnerships with external organizations can help expand project-based learning and community-driven initiatives.

By implementing these recommendations, stakeholders can ensure the sustainability and scalability of interdisciplinary learning approaches, ultimately improving educational outcomes and preparing students for future challenges.

4.3. Reflection

In the conduct of this study, the researcher realized that education is most impactful when it goes beyond textbooks and traditional assessments, engaging students in meaningful, real-world learning experiences. Through this study, it became evident that interdisciplinary performance tasks not only enhance academic performance but also cultivate essential life skills such as teamwork, problem-solving, and leadership. Witnessing students grow in confidence, resilience, and social responsibility reaffirmed the belief that learning should be holistic and transformative. The challenges encountered—ranging from time constraints to managing group dynamics—further emphasized the importance of adaptability and perseverance in both teaching and research. As the study unfolded, the researcher was reminded of John Dewey's words: "Education is not preparation for life; education is life itself." This study reinforced the idea that when students are immersed in meaningful, community-driven projects, learning becomes an experience that shapes not just their intellect but also their character.

Moreover, the researcher recognized the invaluable role of collaboration among educators, parents, and community leaders in fostering a more dynamic and impactful learning environment. The success of the integrated performance tasks was not solely due to the academic design but also to the collective efforts of those who guided and supported the learners. It became clear that achieving quality education (SDG 4) and sustainable communities (SDG 11) requires strong partnerships (SDG 17) between all stakeholders. The study served as a profound reminder that teaching is not just about imparting knowledge but about empowering students to be active contributors to their communities. Moving forward, the researcher is inspired to continue exploring innovative teaching approaches that bridge academic learning with real-world application, ensuring that education remains a powerful force for both personal and societal transformation.

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