



Research Article

Learning Beyond the Classroom: Developing the BAG-ONG Model of Experiential Teaching in Social Studies

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Abstract: An in-depth understanding of experiential teaching approaches is vital to enhancing the relevance and engagement of Social Studies instruction. This study aims to describe how Social Studies teachers implement experiential strategies, examine how these strategies align with real-world applications, and develop a contextualized teaching framework rooted in local values. Anchored on Edgar Dale's Cone of Experience and the principles of experiential learning, the study employed a qualitative descriptive research design. Ten key participants, composed of Social Studies educators utilizing community-based and experience-driven approaches, were selected through purposive sampling. Findings reveal that integrating local culture, lived experiences, and value-laden instruction significantly improves students' connection to and appreciation of Social Studies. The study highlights the role of context, engagement, and personal growth in shaping transformative learning experiences. From these findings, the BAG-ONG Model of Experiential Teaching was developed, comprising Balorization, Actualization, Generalization, Organization, Nurturance, and Growth, which serves as a dynamic and culturally responsive model for 21st-century Social Studies instruction. The BAG-ONG model promotes value-centered, participatory, and reflective teaching that empowers learners beyond the boundaries of the classroom. It is then suggested that schools and universities can utilize a range of text and curricular materials, as well as pedagogies, that connect to young people's lives and communities through culturally responsive teaching and learning.

Keywords: academic success; broken family; experiential; parental separation; resilience in education

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1. Introduction

The call for experiential learning in Social Studies education has gained momentum in recent years as educators seek approaches that make learning more engaging, relevant, and transformative. While traditional lecture-based methods have served to deliver content, they often fall short in nurturing critical thinking, civic responsibility, and meaningful real-world connections. Grounded in the philosophies of John Dewey and David Kolb, experiential learning highlights the value of direct experience in shaping understanding. Edgar Dale's Cone of Experience further reinforces that students retain more knowledge through active participation, particularly "learning by doing" (Dale, 1969). These frameworks inspire a shift in pedagogy – from content-heavy instruction toward value-driven, contextually grounded strategies that align historical inquiry with present realities (Banks, 1985).

Nevertheless, Amy (2018) underscored that there are benefits and barriers to facilitating a culturally responsive framework, as well as approaches and pedagogical tools for fostering equitable and inclusive classrooms in science education. Furthermore, the study of Smith, Avraamidou, and Adams (2022) provides the foundation to springboard conversations among educators and researchers with an interest in designing, enacting, and researching Culturally Relevant-Sustaining Pedagogies informed programs and curricula geared for historically marginalized families and children. Whereas, supporting educators who seek out and use controversial texts to support youth's understanding of their world. It also includes creating space and making resources available for teacher inquiry, which offers promising avenues for educators to seek out and answer critical questions that attend to culturally and

linguistically diverse students' needs and has been shown to increase the quality of instruction for English Language Arts teachers (San Pedro et al., 2024).

The review of Ganira and Odundo (2023) established that experiential learning practices aid in developing learners' preferred learning styles, which in turn strengthen the acquisition of new knowledge by doing, discovering, reflecting, and applying. There is a need for curriculum developers to incorporate the use of experiential learning style models in teaching the pre-primary social studies curriculum.

Social Studies, by nature, encompasses the study of societies, governance, culture, and human behavior, requiring not only mastery of content but also the ability to foster reflection and social awareness. In-service teachers, especially within the Filipino context, have responded to this need by employing experiential strategies such as community immersion, storytelling, fieldwork, and localized engagements. This is supported by the theories of John Dewey, Kurt Lewin, and David Kolb. Experiential learning positions students at the center of the learning process, encouraging them to interact with real-world situations, apply knowledge practically, and reflect on their experiences to reinforce understanding (Kong, 2021). This approach has been shown to foster deep learning, enhance critical thinking skills, and promote long-term retention by allowing learners to make meaningful connections between theory and practice.

This study addresses these gaps by exploring the lived experiences and teaching practices of Social Studies educators who integrate experiential methods into their instruction. It investigates how teachers apply these strategies in the classroom, the values and meanings they associate with real-world learning, and how these experiences contribute to more effective pedagogy and learner engagement. From this exploration emerges the BAG-ONG Model – Balorization, Actualization, Generalization, Organization, Nurturance, and Growth – a grounded and culturally responsive framework shaped by educators' real-life insights and philosophies.

Anchored in David A. Kolb's Experiential Learning Theory, this research follows the cyclical process of Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation, highlighting how educators transform experience into teaching innovations. It examines the application of experiential strategies and the reflective and conceptual dimensions that guide teachers' personal and professional growth. By capturing the interplay of experience, reflection, theory, and practice, the study seeks to provide a holistic and locally rooted model for experiential Social Studies education that enhances instructional impact and student learning outcomes. Even though concrete experiences are at the top of the cycle, learners can enter it at any stage and follow it through its logical sequence. However, as each stage is dependent on the others, learners must complete them all to develop new knowledge (Clope, 2024).

For this study, the researchers explore the efficacy of experiential learning of Social Studies teachers beyond the classroom, highlight the advantages and challenges of experiential learning within a specific setting, and communicate the results of this emerging study to colleagues. Addressing this paucity in basic education practice, the following domain of inquiry was asked: (1) How do Social Studies teachers implement experiential strategies; (2) How do these strategies align with real-world applications, and (3) What teaching strategies are needed to develop a contextualized teaching framework rooted in local values that could improve experiential learning within the organizational and academic setting?

2. Materials and Methods

This study employed a qualitative descriptive research design grounded in a case study approach. Qualitative research allows a rich, in-depth understanding of the experiences and practices of Social Studies teachers as they integrate experiential learning strategies in their classrooms (Aspers & Corte, 2019). These findings assert that qualitative research is an iterative process that deepens the scientific community's insight into complex social phenomena by capturing meaningful variations in context and perspective. The case study method facilitates a holistic exploration of the participants' lived realities, emphasizing detailed reconstruction, observation, and thematic analysis of their teaching practices (Tellis, 1997).

The study involved ten in-service Social Studies teachers actively utilizing experiential learning approaches in secondary school classrooms. Participants were selected through purposive sampling based on their demonstrated use of community-based, value-centered, and learner-engaging instructional strategies aligned with experiential learning principles.

Participants' information was confidential, and data were used solely for this study.

Data collection occurred in various secondary schools within Cebu Province where the participants teach. The sites were chosen for their accessibility and relevance to the study, representing public and private institutions with diverse learner populations. Observations, interviews, and document analyses were conducted within the classroom and school contexts to capture authentic teaching scenarios.

Primary data was collected using semi-structured interview guides designed to elicit detailed narratives of teachers' experiences, perceptions, and instructional practices related to experiential learning in Social Studies. Additionally, reflective journals kept by participants were reviewed to enrich understanding of their pedagogical reflections. Supplementary data included classroom observations and the collection of lesson plans, instructional materials, and student outputs for contextual analysis.

After receiving ethical clearance and institutional permissions, appointments were scheduled with the selected teachers. Written informed consent was obtained from each participant before data collection. Semi-structured interviews were conducted face-to-face or online, depending on participant availability and convenience. Classroom observations were carried out unobtrusively to document experiential teaching methods in action. All interviews were audio-recorded with permission and later transcribed verbatim. Reflective journals and teaching materials were gathered electronically or during follow-up visits. Participants were acknowledged with certificates of appreciation following the completion of data collection.

Data were analyzed through Thematic Analysis, focusing on identifying recurring patterns and themes related to experiential teaching components. The researchers also performed Cross-Case Analysis to compare practices across different classroom contexts. This approach allowed the synthesis of findings into the BAG-ONG Model, highlighting how experiential learning manifests in values integration, student engagement, and teaching innovation.

Potential participants were thoroughly informed about the purpose of the research, its anticipated benefits, and the nature of their involvement before data collection. Before proceeding with the interviews and observations, the researchers obtained the informed consent of each participant through a signed consent form, either physically or electronically. The consent declaration detailed the protection of participants' privacy, anonymity, confidentiality, and their rights to voluntarily participate or withdraw at any point without any negative consequences.

All data gathered was handled with strict confidentiality and securely stored to ensure ethical rigor. Participants were assured that their identities would remain anonymous in all reports and publications related to the study. And for data validation, the researchers ensure its trustworthiness, or credibility and accuracy, by using member checking, where participants review findings; triangulation, using multiple data sources or methods; and maintaining a detailed audit trail to document the analysis process and potential biases.

3. Results and Discussion

This study investigated the lived experiences of Social Studies teachers in Cebu, Philippines, who integrated experiential learning strategies into their instruction, aiming to develop the BAG-ONG Model of Experiential Teaching in Social Studies, a contextualized and values-based teaching framework. The themes were identified as the recurring, overarching patterns of meaning, ideas, and concepts that emerge from data, such as interview transcripts, to capture the deeper story of participants' experiences, perceptions, and perspectives on experiential learning which involves a student actively participating in real-world activities and then reflecting on those experiences to gain deeper knowledge and skills.

The themes are presented according to the research objectives, supported by current studies that affirm the importance and effectiveness of experiential learning and values integration in Social Studies. They include the following: (1) Experiences of Social Studies Teachers in Applying Experiential Strategies; (2) Values and Cultural Identity through Experiential Learning; (3) Impact on Teaching Effectiveness and Learner Engagement; (4) Development of the BAG-ONG Model of Experiential Teaching in Social Studies.

3.1. Experiences of Social Studies Teachers in Applying Experiential Strategies

Teachers described varied and dynamic approaches that moved beyond traditional lecture methods to incorporate experiential learning techniques, which are supported as effective pedagogies in recent literature. For instance, one teacher shared, "*When I bring students*

to the community to interview elders or visit historical sites, they do not just hear the stories; they see and feel the past. Their eyes light up when they connect what they learn to real people and places.” (Participant 8). Such findings are congruent with the report by Amirova (2025) in which the traditional instruction is often faulted for producing passive learners who “lack interest and struggle with retaining material” beyond rote. On the other hand, purely constructivist classrooms can risk gaps in foundational knowledge if not well scaffolded. These classrooms are highly relevant for teaching history because they emphasize active learning, critical thinking, and the construction of knowledge, rather than rote memorization. Indeed, the Stanford History Education Group (2018) asserted that constructivists respond by saying that they are not proposing that students should discover just any ideas about the past, but rather that students develop the skills and dispositions to discern what to believe based on the available evidence.

As usual, one participant emphasized role-playing and simulations: *“I let students assume the roles of historical figures or government officials to debate and solve current issues. This makes history and civics come alive, and students become more engaged.”* (Participant 5). One of the ultimate goals of civic education, where students’ civic skills are fostered, is to develop “competent and responsible citizens” who are “concerned for the rights and welfare of others;” who are “socially responsible, and willing to listen to alternative perspectives” (Carnegie Foundation and CIRCLE, as cited in Ata, 2019, p.76). In the context of the Philippines, “competent and responsible citizens” who are “concerned for the rights and welfare of others” align with the concept of active citizenship, which involves individuals actively participating in society and contributing to the common good. This includes upholding the law, respecting the rights of others, engaging in work to support themselves and their families, and participating in democratic processes, such as voting. This is substantiated by the Council of Europe (2025) that youth policies should promote the participation of young people in the various spheres of society, especially those that are most directly relevant to them. This includes support for youth organisations, establishing youth platforms or consultative bodies, recognising the role of student councils and student unions in school management, and so on.

However, challenges such as limited resources and large class sizes affected the scope of activities. Resilience and creativity are crucial for teachers, especially in challenging educational environments. Resilience is a complex and interactive phenomenon that cannot be explained only as a fixed personal characteristic, or as depending on a certain variable, but is the result of the whole frame of dynamic transactions between multiple factors that correspond to individual and contextual dimensions, whether personal, family, socio-community, or cultural characteristics (Hartling in López-Aymes et al, 2020). In addition, teachers demonstrated resilience and creativity: *“Even if we do not have fancy tools, we find ways – drawing maps on the board, organizing group discussions, or using local stories. The key is to involve students actively.”* (Participant 2). In a group discussion, the teacher and all of the students work on specific content together, using one another’s ideas as resources. The purposes of a discussion are to build collective knowledge and capability concerning specific instructional goals and to allow students to practice listening, speaking, and interpreting (Teaching Works Resource Library, 2018). Certain findings (Umm-e-Hani, 2020) suggest that group work is a general and rich approach often used by social studies teachers in elite schools. Social studies teachers face many challenges in managing group work. Moreover, students also complain about their dissatisfaction with their group members. However, it is also noted that group work increases efficiency and productivity in students and makes the classroom an interactive place to study.

For the most part, educators need to balance content and process, provide safe spaces for self-discovery, ensure activities are personally relevant, encourage big-picture thinking, and prioritize reflection for its sustainability. This involves not just delivering information, but also fostering critical thinking, diverse learning styles, and practical application of knowledge. A successful balance ensures students grasp the subject matter while developing essential skills for the future. Like any professional, Medill (2024) proved that educators strive diligently to improve their practice. One way is to self-assess; some might argue that this is the best way toward teacher improvement. Since there are so many elements to being a better practitioner, it can be overwhelming to constantly strive to improve.

3.2. Values and Cultural Identity through Experiential Learning

Teachers consistently emphasized the role of experiential learning in nurturing Filipino values and cultural identity. Failure to acknowledge the significance of culture in shaping our society may lead to cultural fragmentation, perceived distrust toward fellow Filipinos, parochialism, perpetuation of historical injustices, and inability to collaborate for nation-building (Philippine Development Plan, 2017). Participant 1 reflected, *“Teaching Social Studies*

is not just about facts; it is about forming character. Students who participate in community activities or cultural celebrations develop respect and love for our people and traditions.” According to Villa (2023), tracing and studying cultural heritage provides us with a better understanding of a certain culture and helps us understand and respect each other’s cultures. However, the Filipinos have not been able to preserve the original Filipino cultural dances, dress, and foods successfully since there are some changes being observed. On the other hand, Wijayanti, Warto, Wasino, and Djono (2025) claimed that limitations in curriculum policies, learning resources, and teacher comprehension present significant challenges in implementing these values within history instruction. The findings emphasize the importance of policy support in incorporating local history into the national curriculum to preserve and strengthen regional cultural identity.

Another teacher noted, *“I see how experiential lessons bring out bayanihan – students learn to work together and help each other, not just inside the classroom but beyond.”* (Participant 5). Yet many who work in teams are not happy about it. Work team members often complain about wasting time in meetings that did not result in any action. Students complain about being forced to work in teams with other students who do not pull their weight when their grade is dependent on their team’s performance (Chen et al, in Adams & Kayes, 2004). Moreover, Kong Academy (2025) emphasizes that teaching children to help others is one of the most valuable lessons they can learn. Encouraging them to engage in acts of kindness not only benefits those around them but also helps your kids develop essential life skills. Whether at home, school, or in their communities, helping others helps children build character, fosters empathy, and strengthens social connections. These lessons can involve hands-on activities like volunteering, community projects, or even simple acts of kindness in daily life. Reflection on these experiences helps individuals understand the impact of their actions, develop gratitude, and recognize the interconnectedness of their community.

According to Sim (2008), teachers may conceptualize and characterize social studies and citizenship education from different frames of reference influenced by their backgrounds, beliefs, life experiences, subject specializations, professional landscape, and apprenticeship in observations and consequently. One of the informants also linked experiential learning to citizenship formation: *“Experiencing social issues firsthand helps students understand their role as active citizens, not just observers.”* (Participant 5).

Therefore, Sigauke (2013) declared that citizenship education is widely acknowledged as a necessary part of the school curriculum for various reasons. For young people, it is assumed that citizenship can best be learnt through the school curriculum. This means that teachers need to thoroughly understand what citizenship means and how to pass this knowledge on to students. These views are important for the present study, which seeks to understand the nature of civics and citizenship education in the social studies program beyond the classroom. Additionally, this would lead to fostering a sense of responsibility, promoting social justice, and encouraging critical engagement with political and social issues among students in their respective communities.

3.3. Impact on Teaching Effectiveness and Learner Engagement

The shift to experiential strategies clearly impacted learner motivation and participation. One teacher recounted, *“Before, some students were quiet and disinterested. Now, they volunteer answers and lead group projects. They become thinkers and doers, not just passive listeners.”* (Participant 1). This transformation aligns with studies showing increased student agency through experiential pedagogy (Kolb & Kolb, 2017). This approach to learning by doing makes the experience relevant and meaningful to the student, and often involves student-initiated activities with teacher guidance. Mbatlali (2021) added that curriculum design and pedagogical approaches that embrace diverse students’ epistemic positions enrich the learning experience by including students’ realities.

A well-designed curriculum ensures clear learning objectives, appropriate content selection, and effective assessment strategies, ultimately leading to better student achievement and preparation for future challenges. Some sources (Learning Journals, 2011) validated that the skills and knowledge learned by students in school are very valuable and put them in good standing for future experiences. This extends beyond the classroom setting and is important for everyday life, from personal to peer relationships. Moreover, educators and administrators are working tirelessly to develop student engagement strategies that improve outcomes and increase equity in the learning environment. This feature may be useful in any learning discipline that relies on context-specific learning or situated learning in Social Studies beyond classrooms.

3.4. Development of the BAG-ONG Model of Experiential Teaching in Social Studies

To concretize this teaching model, it stands for the Cebuano term "Balor" or values, Actualization, Generalization, Organization, Nurturance, and Growth. Thus, the BAG-ONG acronym derived. Teachers intentionally integrate *paggalang* (respect), *bayanihan* (community spirit), and *pakikipagkapwa* (empathy). One teacher explained, "I start lessons by connecting the topic to Filipino values. For example, when teaching about governance, I emphasize *pakikipagkapwa* to highlight respect for others' rights." (Participant 3). This aligns with culturally responsive pedagogy frameworks emphasizing values integration as critical to meaningful learning (Ladison-Billings, 2014). It means a kind of teaching that helps students of color see themselves and their communities as belonging in schools and other academic spaces, leading to more engagement and success.

Thereupon, actualization involves bringing concepts to life through concrete, real-world experiences like field visits and role-playing, fostering "learning by doing." A participant shared, "When we visited a local barangay, students saw government functions and community issues firsthand. This made our lessons on political structures tangible." (Participant 10). Kolb's Experiential Learning Theory supports this emphasis on concrete experiences as key to effective learning (Kolb & Kolb, 2017). Of course, by actively engaging with the world, learners can build a strong base for more abstract concepts and develop practical skills. An engagement with a task or activity can spark curiosity and make learning more enjoyable as well.

Afterward, the phase of generalizing, wherein Learners are guided to extract broader principles and lessons from experiences, promoting transfer to new contexts. Teachers encourage reflection: "After community immersion, I ask students what values and lessons they learned that apply beyond the activity. It is about connecting the dots." (Participant 7). This stage supports metacognitive reflection and critical thinking development (Moon, 2004). This probably aids the social studies teachers in planning how to approach a task, monitoring one's understanding during the process, evaluating the effectiveness of strategies used, and adjusting those strategies as needed. On the other hand, Kilbrink (2013) conveys a similar message through a discussion of vocational learning. They highlight the transfer from the learning environment to the workplace as critical, but this is made problematic because schools attach different values and purposes to the learning than workplaces do.

Subsequently, the process of organizing by the teacher's pedagogy helps learners systematize knowledge through tools such as mind maps and timelines: "I ask students to create mind maps after lessons. This helps them see relationships between events and concepts." (Participant 8). The importance of organizing knowledge for more profound understanding is supported by Meaningful Learning Theory (Ausubel, 1968). In the first instance, it helps the students understand how different concepts and ideas connect, fostering a more holistic understanding. They can also apply their knowledge in different contexts and situations.

Furthermore, the sense of nurturance that calls for continuous support and motivation characterizes this phase. Teachers noted, "Some students face personal struggles, so I encourage and listen to them. Their growth depends on feeling supported." (Participant 4). Teacher emotional and social support significantly influences learner engagement and achievement. This phenomenon was congruent with the assumption of Jia and Cheng (2024) that a teacher who offers social support – such as giving advice on problem-solving, boosting student self-esteem, and connecting students to other social resources – can help students feel more positive about the class.

On the other hand, lacking this support would increase students' negative affect, as they feel upset, stressed, and a sense of losing control. Recent findings (Longakit et al., 2025) emphasized the need for educators to create emotionally supportive environments to maximize student motivation and engagement. Based on the above findings, it can be said that there are different forms of teacher support as effective mechanisms of interactions that positively influence learners' classroom experiences and almost all aspects of their learning, including learning outcomes (Ma et al. in Arabai & Algazzaz, 2024). Therefore, academic emotions are considered various emotions experienced by learners in an academic context (Pekrun et al., in Liu & Zhou, 2024).

For the most part, an improvement fueled by a growth mindset – the belief that intelligence can be developed through effort, effective strategies, and a love of learning. This final phase promotes holistic learner development – cognitive, emotional, social, and ethical. A teacher summarized, "I want my students to not only know Social Studies but to live its lessons – to be good Filipinos and active community members." (Participant 2). This resonates with holistic education principles emphasizing ethical and social dimensions of learning. Despite the

promising results and the importance of youth participation in community development, youth have no authentic participation (Stocklin in Reguindin, 2023). The study of Estilong and Lansang (2025) highlights the need for stronger leadership programs, developed policy innovations, improved organizational structures, and institutional support to enhance youth involvement, ensuring their contributions to community development are impactful and sustained.

This event contributes to its positive contributions and accomplishments in public empowerment. As cited by Pham in Imbong (2025), empowerment is about the expansion of assets, especially of the poor communities, to allow greater participation in the process of negotiations, influencing, control, and holding accountable the institutions affecting their lives. Empowering youth means giving them a voice and actively involving them in processes that affect their lives, whether it's in schools, community organizations, or local government. For this reason, the past findings of Checkoway and Gutiérrez (2006) discovered that, as expressions of participation, young people are organizing groups for social and political action, planning programs of their selection, and advocating their interests in the community. They are raising consciousness, educating others on matters that concern them, and providing services of their choosing.

3.5. Strengths of the BAG-ONG Model of Experiential Teaching in Social Studies

One of the most significant strengths of the BAG-ONG Model of Experiential Teaching in Social Studies is its strong cultural relevance. The model recognizes the importance of embedding Filipino values – such as *bayanihan*, *pakikipagkapwa*, *paggalang*, and *kaginhawaan* – into the learning process. This grounding makes Social Studies an academic subject and a tool for value formation and identity building. Nowadays, it could also mean being helpful to one's *kapwa* even in the simplest things, such as in wedding celebrations, livelihood, funerals, and others. Even sharing one's food or displaying hospitality to visitors is an act of *bayanihan* (Villalon et al., 2020).

On the contrary, the changing times brought by modernization changed some of the norms, values, and beliefs that one has. It is inevitable not to will be an encounter between traditional and modern Filipino values. One needs to realize that modernization is catching up with the Filipino family (Gozum, 2020). This goes to show that value formation and identity building in Filipino students are significantly influenced by core cultural values, family, education, and societal norms. These elements shape students' character, behavior, and sense of self, contributing to their understanding of Filipino identity.

Generally speaking, students need to reflect on their values that guide them through their journey and beyond. Consequently, the study of Tacas (2024) reflects on values that enable the students to develop a strong sense of self-identity and moral compass, which is essential for making informed choices and building meaningful relationships. To evoke a sense of national identity, an individual who is part of a nation must not only have knowledge of national character but a sense of national consciousness as well, which would enable him/her to have an understanding of his/her continuous task for the nation. In this vein, it is necessary to strengthen the understanding of national identity among Filipino youth (Almonte, 2003).

3.6. Limitations of the BAG-ONG Model of Experiential Teaching in Social Studies

Despite its transformative potential, the BAG-ONG Model faces several limitations, particularly in practical implementation. One of the main challenges is the time and resource requirements needed to fully carry out the experiential and reflective components of the model. Field visits, community immersions, and project-based assessments require substantial preparation, coordination, and materials and resources that are not always readily available in many public schools, especially in underfunded or rural settings. In addition, the model may struggle to address internal conflicts, societal norms, and practical constraints that hinder the implementation of values in real-world scenarios. Students may face conflicting values or pressures from their peers or community, making it challenging to consistently apply learned values in their daily lives. Indeed, some studies (Carbonilla et al., 2024) identified key challenges that include internal conflicts, societal norms, peer expectations, and practical constraints that hinder the consistent application of values. Specific values such as courage, commitment, respect, empathy, patience, resilience, optimism, and determination were found to be particularly difficult to integrate into daily routines.

The Department of Education has continuously emphasized the inclusion of values education across grade levels, recognizing the role it plays in shaping the character of learners. However, despite these efforts, challenges persist in optimizing the teaching of values

education and ensuring its effectiveness (Kilag et al., 2023). Accordingly, philosophers, researchers, practitioners, and many others have defined and addressed values from different perspectives concerning the respective discipline or contexts. Generally, values are viewed as inner realities of an individual that are reflected through habits, behaviours, beliefs, expectations, and relationships (Gamage et al., 2021).

Lastly, the model's emphasis on learner maturity and engagement can also present a constraint. Experiential learning requires students to be actively involved, willing to collaborate, and capable of reflecting on their experiences – skills that not all students possess at equal levels. In comparison, the findings of Okeke (2024) identify challenges, such as the potential rigidity of explicit methods and the inconsistency of values transmitted through implicit means. The research underscores the need for teacher training that balances direct teaching with the subtleties of modeling behavior. Learning models, especially those focused on values and community, face limitations in effectively addressing individual differences, practical application, and the influence of external factors. Students learn at different paces and in different ways. Some may respond well to interactive activities, while others might prefer more structured learning.

4. Conclusions

Integrating experiential learning strategies in Social Studies teaching through the BAG-ONG Model of Experiential Teaching in Social Studies provides a culturally relevant and holistic framework that enriches student learning and value formation. By emphasizing Filipino values such as *pakikipagkapwa*, *bayanihan*, and *paggalang*, the BAG-ONG Model connects learners' experiences with their cultural identity and social responsibilities. This promoted traditional values to strengthen local identity and quality of life, as well as other positive values in students' daily interactions with others.

Additionally, implementing the BAG-ONG Model of Experiential Teaching in Social Studies requires adequate resources, teacher training, and conducive classroom environments, which may not be readily available in all schools. Nevertheless, the study offers valuable perspectives on how experiential and values-based teaching can be systematically integrated into Social Studies instruction. By adopting this model, teachers can foster critical thinking, creativity, collaboration, and ethical awareness in their classrooms, thus contributing to developing socially conscious and culturally proud learners.

School administrators and policymakers must provide necessary resources, including instructional materials and manageable class sizes, to facilitate effective experiential teaching. Furthermore, educational stakeholders should promote community partnerships that enhance learning opportunities beyond the classroom. The study calls for ongoing professional development and support from school administrators to enhance the implementation of values education in the Philippines. Finally, future research should explore the applicability of the BAG-ONG Model of Experiential Teaching in Social Studies across diverse contexts and investigate its long-term impact on student outcomes.

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