

Enhancing the 21st Century Learning Skills of HUMSS-11 Students Through Integrative Performance Task

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Abstract. The policy guidelines on the K to 12 basic education program state that students who graduate must become holistically developed Filipinos equipped with 21st-century learning skills, such as information, media, and technology skills; learning and innovation skills; communication skills; and life and career skills (Briones, 2019). The purpose of this study is to enhance the 21st-century learning skills of the HUMSS-11 students through the integrative performance task. Specifically, it aims to determine students' developmental needs in relation to 21st-century learning skills and to understand how an integrative performance task can enhance these skills. The study used document analysis to interpret the data from students' reflective essays in their portfolios. Based on the study's findings, grade 11 students have greater development needs in communication skills. However, it was also found that most of them have enhanced their communication skills in the integrative performance task, including their life and career skills. Overall, based on the grade 11 HUMSS students' reflective essays in their portfolios regarding their integrative performance task, most of them have enhanced their 21st-century learning skills, specifically in communication and life and career skills. This suggests that integrative performance tasks can help enhance learners' 21st-century learning skills. These skills will help them prepare to survive in a complex world, become successful in life, and be productive citizens of their country.

Keywords: 21st century learning skills; Integrative performance task; Grade-11 HUMSS; Document analysis

1.0 Introduction

There are a variety of learning areas about the subjects being offered during the first semester for humanities and social sciences students in grade 11. These include those related to this study, such as Introduction to World Religions and Belief Systems; Disciplines and Ideas in the Social Sciences; English for Academic and Professional Purposes; Komunikasyon at Pananaliksik sa Wikang Filipino; and Personal Development. The subject teachers of these learning areas have collaborated to craft an integrative assessment for grade 11 humanities and social sciences students to enhance their 21st-century learning skills. This initiative has included planning an assessment scheme to develop integrated learning competencies across different learning areas, which has been adopted as a school-wide practice and is expected to increase academic performance among these students.

Hence, students need to develop a range of academic and life skills that they will learn in school. The policy guidelines on the K to 12 basic education program (Briones, 2019) state that graduates must be holistically

developed Filipinos equipped with 21st-century learning skills, including information, media, and technology skills; learning and innovation skills; communication skills; and life and career skills. 21st-century skills are tools universally applied to enhance thinking, learning, working, and living in a world that includes critical thinking/reasoning, creativity/creative thinking, problem-solving, metacognition, collaboration, communication, and global citizenship. In addition, literacies like reading literacy, writing literacy, numeracy, information literacy, ICT [information and communications technologies] digital literacy, and communication can be described broadly as learning domains (Vivekanandan, 2019).

Information, media, and technology skills are distinct sub-skills, such as technological, visual, and information literacies, and multicultural literacy, used for the acquisition and creation of knowledge. Next, learning and innovation skills include critical thinking, creativity and curiosity, adaptability, problem-solving, sound reasoning, and managing complexity and self-direction, which help learners solve day-to-day issues and challenges across personal, academic, and social domains. On the other hand, communication skills help students adapt easily to present and future challenges and opportunities. This includes collaboration, teaming, interactive communication, and interpersonal skills. Lastly, life and career skills include adaptability and flexibility, self-direction and initiative, cross-cultural and social skills, accountability and productivity, responsibility, and leadership (Briones, 2019).

These skills are relevant to the students' integrative performance task. For example, technological literacy applies to the use of their gadgets, such as laptops and cellphones, and other sound devices that they use in their performances. Visual literacy applies when creating an appealing PowerPoint presentation background design for production. Information literacy applies to how they use the content that they have learned in their subjects. Multicultural literacy and cross-cultural skills apply to the practices of different world religions. The acquisition and creation of knowledge apply to their research and how they creatively use the content to be delivered. Adaptability, sound reasoning skills, and the ability to manage complexity and self-direction have enabled them to be agile in the challenges and constraints they have faced during the performance, including many contingencies and alternative plans. Leadership refers to how the head of the group manages its members and other aspects of the group.

In line with these skills, the teacher-researchers have explained clearly to the students the relevance of the integrative performance task in developing their 21st-century learning skills, specifically the 4Cs – critical thinking, communication, collaboration, and creativity. The integrative performance task for the students is titled “Creative Group Production,” in which they must create a variety of shows to demonstrate their skills, talents, and abilities. For example, critical thinking skills apply to how the students integrated their knowledge of world religions into their topics in the disciplines and ideas in the social sciences regarding Filipino social thinkers. Communication skills, on the other hand, apply to public speaking. Furthermore, the collaboration skills apply to how they have worked together to plan, practice, and execute their production. This also includes the different roles assigned to them that they must fulfill, such as planning, technical, documentation, logistics, and others. Lastly, creativity skills apply to the innovative, unique, and catchy variety of shows that they made.

There is related literature and studies that discuss 21st-century learning skills, especially in communication. For example, the study by Moneva & Tribunalo (2020) found an association between performance tasks and students' levels of self-confidence. At the same time, the student's level of self-confidence can influence how they perform their tasks. This suggests that learners with high self-confidence are not afraid to participate in every activity and can easily complete their tasks at school. However, learners with low self-confidence are hesitant to participate in every activity and have shown low performance on tasks. It was also found that students' attitudes towards their performance tasks were constrained by fear, especially since their tasks primarily involved communication skills. The study indicates that teachers must focus on developing students' self-confidence. It also recommended enhancing students' communication skills so they would learn to speak confidently in front of a crowd.

Additionally, the study by Ong & Zambas (2021) found that 25 of 46 female respondents reported feeling conscious and afraid to make mistakes when speaking in front of others. 100% of the teachers have observed public speaking anxiety among students in their classes. They said the probable causes are shyness, a lack of vocabulary, and fluency problems. The open survey that was conducted revealed that learners manifested anxiety in public speaking through stammering or stuttering, which often leads to having a mental block,

difficulty maintaining eye contact, and intentionally speaking in a low voice so that they will not be heard. Students claimed they needed further assistance to improve their public speaking skills based on their classroom experience. Similarly, the study by Nadiah et al. (2019) shows that learners performed poorly, including making no eye contact, repeating themselves, speaking with a tremor, and making many pauses and movements, as observed. These also include other influencing factors such as lack of motivation, vocabulary, and preparation.

About the communication problem learners experience when public speaking, this is one of the reasons the teacher-researchers of this study have implemented this integrative performance task to help students improve this skill. Based on the teacher-researchers' personal observations, some students struggle to speak effectively in front of the class during oral presentations. Aside from doing this in the classroom, the integrative performance task has allowed them to face their fear of speaking publicly and performing in front of many people beyond their classmates. This has probably helped them build or enhance their confidence.

The purpose of this study is to enhance the 21st-century learning skills of HUMSS-11 students through an integrative performance task. Specifically, it aimed to determine students' developmental needs in 21st-century learning skills and to examine how integrative performance tasks can enhance these skills. This study also aims to contribute to the body of knowledge, particularly by providing educators in the field with insights on how to incorporate integrative assessment into their classroom practice to improve their students' 21st-century learning skills.

2.0 Methodology

2.1 Research Design

The study used a qualitative approach, particularly descriptive phenomenology. This research design involves the meaning of one's thoughts and perceptions of something, including one's experiences (Qualitative Study Design, 2021; Gaddi, 2019). This research design was used to analyze students' reflective essays to determine their development needs based on 21st-century learning skills (research question 1) and to examine how the integrative performance task can enhance their 21st-century learning skills (research question 2).

2.2 Research Locale

The study was conducted at Nemesio I. Yabut Senior High School, under the Department of Education, Schools Division of Makati, Philippines. This school offers an Academic Strand in Senior High School, including Accountancy, Business, and Management (ABM), and Humanities and Social Sciences; General Academic Strand (GAS); and Science, Technology, Engineering, and Mathematics (STEM).

2.3 Research Participants

This study focused only on the HUMSS-11 students from the sections Celerio, Kasilag, and Ocampo of Nemesio I. Yabut Senior High School. Below is a table showing the total number of students in each section from the Learner Information System (LIS) for the first semester of the 2022-2023 school year. Based Table 1, the HUMSS-11 Celerio has 26 male students and 25 female students, for a total of 51 students. Next, the HUMSS-11 Kasilag has 20 male students and 26 female students, for a total of 46 students. Lastly, HUMSS-11 Ocampo has 25 male students and 27 female students, for a total of 52 students. Overall, the three sections combined have 149 students.

Table 1. Total Number of HUMSS-11 Students from Each Section in the First Semester of the School Year 2022-2023

Section	Male	Female	Total
Celerio	26	25	51
Kasilag	20	26	46
Ocampo	25	27	52
Overall			149

The sample was selected from the submitted portfolios of students in each group and section. The students' reflective essays, as documented in their portfolios, served as the basis for this study's data. Other strands and grade levels like ABM, GAS, STEM, and HUMSS-12 were not included in this study since this is just a collaboration of the subject teachers in HUMSS-11, such as the Introduction to World Religions and Belief Systems, Disciplines, and Ideas in the Social Sciences, English for Academic and Professional Purposes, Komunikasyon at Pananaliksik sa Wikang Filipino, and Personal Development. The specialized subjects

mentioned in the first two subjects are offered only to HUMSS-11 students in the first semester, whereas they are not offered in other strands or at the grade 12 level.

2.4 Research Instrument

The data from the portfolio document, specifically the reflective essays, were analyzed through a thematic analysis. This was done by coding the meaning of their reflective essays using a word or short phrase that symbolically designates a salient, summative, evocative, or essence-capturing characteristic of the data, as in the interview transcripts (Saldana, 2008). Thematic analysis is recommended when the data will be interpreted based on recurring patterns. The analysis is highly inductive. When the analysis is drawn from gathered data, it should be presented as a meaningful collection of words and discussions that shape the surrounding idea from various perspectives (Gaddi, 2019). Descriptions of the experiences were outlined after writing up the themes based on the findings (Sundler et al., 2019). A thematic analysis was used to interpret the data by coding students' reflective essays to determine their development needs in relation to 21st-century learning skills and how the integrative performance task can help enhance them. The codes that have emerged were categorized in the 21st-century learning skills as their theme: (1) information, media, and technology skills; (2) Learning and innovation skills; (3) Communication skills; (4) Life and career skills.

2.5 Data Gathering Procedure

The data were collected from the students' submitted portfolios regarding their integrative performance task, particularly their reflective essays. Since the primary data source is their reflective essays from their portfolio, the study used document analysis to interpret the data. The use of document analysis raises fewer ethical concerns (Morgan, 2022), especially when writing a consent or assent form for interview participants, as this study analyzed data solely from documents or portfolios. Corbin & Strauss (2008, as cited in Bowen, 2009) defined document analysis as a systematic process for reviewing or evaluating documents, such as electronic or printed materials, to draw out meaning, obtain understanding, and create empirical knowledge.

2.6 Ethical Considerations

This research study followed ethical guidelines. However, no human subjects were interviewed in this study. Hence, only the submitted portfolios were used as data in this study. Only the grade level and section were included in the results and discussion, and the students' names were not mentioned for data privacy reasons. Furthermore, students were informed that their output would be used in this study.

3.0 Results and Discussion

3.1 Developmental Needs of Students Based on 21st-Century Learning Skills

Information, Media, and Technology Skills

Table 2 presents one of the statements from a participant about the technical difficulties they encountered during their Integrative Assessment (IA), specifically regarding the audio of their presentation, as reflected in their reflective essay. Based on the performance of other groups, almost all encountered this problem, making it common. The challenge lies in the need for technological skills to ensure smooth performance and prevent dead air during the program.

Table 2. Development Needs of the Grade-11 HUMSS Students on the 21st Century Learning Skill in Information, Media, and Technology Skills

Section & Group Number	Statement	Code	21 st Century Learning Skill
Group 1 of HUMSS-11 Kasilag	"One weakness in our presentation was the audio quality of our podcast. Our weakness is in the technical aspects, particularly the internet."	Technical Difficulties	Information, Media, and Technology Skills

Information, media, and technology skills encompass various sub-skills, such as information, visual, media, scientific, fundamental, technological, economic, and multicultural literacy, as well as global awareness, which helps learners explore knowledge acquisition and creation (Briones, 2019). This developmental need to address technical difficulties underscores the importance of employing technological solutions, as noted in the study by Tasis et al. (2024), to mitigate disruptions, streamline event preparation processes, and ensure a smooth execution.

The integrative performance task has helped students identify their developmental needs, particularly in areas requiring technical improvement. Although internet connectivity has occasionally posed challenges due to signal issues, students are encouraged to prepare contingency plans, such as plan A and plan B, to address

potential technical difficulties. Aside from this, this also suggests that they must thoroughly check the audio quality of their presentations beforehand to ensure audibility during the actual performance. Ultimately, it is hoped that students who encountered these technical challenges will learn from the experience and take steps to enhance their technological skills for future tasks.

Learning and Innovation Skills

Aside from the technological difficulties, the learners also responded to the lack of contribution to the group's brainstorming and planning process. As the teachers provided instructions and cited the primary goal of the integrative assessment, some learners or group members were passive during the planning process. These learners depend on the group's leaders. Though the other members of the group are enthusiastic about completing the assigned task, it is undeniable that nonparticipating members significantly affect its completion. Table 3 clearly shows that the 21st-century learning skill that needs to be addressed is the problem-solving skill under the learning and innovation skill.

Table 3. *Development Needs of the Grade-11 HUMSS Students on the 21st Century Learning Skill: Learning and Innovation Skills*

Section & Group Number	Statement	Code	21 st Century Learning Skill
Group 2: HUMSS-11 Kasilag	<i>"Another weakness was the lack of contribution to the group's brainstorming and planning process."</i>	Lack of Contribution	Learning and Innovation Skills

The learning and innovation skills include curiosity and creativity, problem-solving, critical thinking, managing complexity and self-direction, adaptability, and sound reasoning, which help learners address issues and challenges across personal, social, and academic domains (Briones, 2019). The Integrative Performance Task can be considered a Project-Based Learning (PBL) approach that enables students to develop or enhance essential skills, such as critical thinking, problem-solving, and creative thinking. These projects are often carried out through cooperative learning, which goes beyond simply grouping students by fostering fairness and equity in the group's learning process (Samarakoon et al., 2021; Yasin et al., 2021).

However, challenges such as *social loafing* and *free riding* may arise, in which some group members contribute little or no ideas while still benefiting from the group's efforts. Social loafing is influenced by factors such as unclear responsibility distribution, the absence of individual contribution, and intrinsic motivation. This imbalance is prevalent in group projects, where some learners exert minimal effort but share in the credit. Such scenarios can demotivate diligent members, create conflicts within the group, hinder overall performance, threaten group productivity, and result in unsuccessful projects and dissatisfaction among students because some of their group members do not put maximum effort into completing the group's task, which can disrupt collaboration among the group (Samarakoon et al., 2021; Wirayudha et. al., 2024).

Yasin et. al. (2021) explain that this happens when individuals perceive their contributions as indistinguishable within the group and not easily identifiable. It is recommended to utilize the so-called "*student contribution index*" as an objective criterion in cooperative learning to ensure a fair assessment of each student's contributions to their group. This approach helps reduce the likelihood of social loafing and free riding. Du (2023), on the other hand, suggests conducting peer reviews in smaller groups to minimize free-riding. Additionally, the study by Samarakoon et al. (2021) revealed that students recommended assessing each member's contributions during evaluations and verifying their overall understanding of the project as the most effective approach to minimize social loafing. Although students did not recommend allowing them to form their own groups and conduct peer reviews, as this conflicted with their culture and values, this approach may be practical in other contexts.

Communication Skills

Communication skills are a crucial 21st-century competency that enables learners to adapt effectively and address challenges and opportunities through collaboration, teamwork, interactive communication, and interpersonal skills (Briones, 2019). Developing these skills is essential in today's competitive world to prepare students to create impactful presentations and become marketable, viable candidates for various careers (Cruz, 2023).

Table 4. Development Needs of the Grade-11 HUMSS Students on the 21st Century Learning Skill in Communication Skills

Section & Group Number	Statement	Code	21 st Century Learning Skill
Group 1: HUMSS-11 Kasilag	<i>"It was not clear enough to understand everything that we said, and it was too long, so the audience got bored."</i>	Communication Problems	Communication Skills
Group 2: HUMSS-11 Kasilag	<i>"...which made it difficult for some members of the audience to understand what we were saying."</i>	Tendency to Speak Too Quickly	
Group 2: HUMSS-11 Kasilag	<i>"One weakness was a lack of communication skills with the presenter and audience during technical difficulties, and we realized that better communication during technical issues would have helped to alleviate any confusion and ensure that everyone was on the same page."</i>	Lack of Communication Skills	

However, Table 4 highlights feedback from two groups of HUMSS-11 Kasilag students regarding their experiences with communication challenges. One possible cause is their failure to account for their audience's attention span. Additionally, a lack of experience and confidence in public speaking may hinder their ability to communicate effectively, which is vital for building self-assurance. These findings align with the study by Ong and Zambas (2021), which found that 100% of teachers observed public-speaking anxiety among students. Factors contributing to this anxiety include shyness, limited vocabulary, and fluency issues. An open survey further indicated that students exhibited signs of anxiety, such as stammering, stuttering, mental blocks, avoiding eye contact, and deliberately speaking in low tones to avoid being heard. The students expressed a need for additional support to improve their public speaking skills through classroom exposure.

Similarly, Nadiyah et al. (2019) found that students struggled with public speaking, exhibiting behaviors such as avoiding eye contact, repeating phrases, speaking in a trembling voice, and making frequent pauses or unnecessary movements. The study attributed these issues to factors like a lack of motivation, limited vocabulary, and inadequate preparation. These findings underscore the importance of equipping students with the skills necessary for effective communication with their audience. Ong and Zambas (2021) recommended incorporating various opportunities in senior high school for students to engage in meaningful communicative tasks. Teachers can play a vital role by designing activities that reduce speech anxiety, such as using communicative teaching methods, mentoring students in class, and creating platforms for students to practice and broaden their language skills.

Life and Career Skills

Confidence is one of the most important skills a learner must develop as early as possible, as it is important not only for school activities but also for life and career skills. As SHS students, they need to prepare themselves for college and their chosen future careers. Table 5 shows that Groups 1 and 5 state that members' lack of confidence may affect the quality of their performance because they doubt their ability to succeed, which may make them hesitant to participate in the integrative assessment. Their statements show that some of their members are afraid to speak in front of many people because they worry about making mistakes. These findings are supported by the study by Moneva & Tribunalo (2020), which showed that students' self-confidence can influence how they perform their tasks. It was also recommended that students' communication skills be enhanced so they would learn to speak confidently in front of a crowd.

Table 5. Development Needs of the Grade-11 HUMSS Students on the 21st Century Learning Skill in Life and Career Skills

Section & Group Number	Statement	Code	21 st Century Learning Skill
Group 1: HUMSS-11 Kasilag	<i>"Some of our members despise being in front of others. They are timid and nervous, which may be why it affects their performance in the creative production presentation."</i>	Lack of Confidence	Life and Career Skills
Group 5: HUMSS-11 Kasilag	<i>"We are also afraid that we might commit some mistakes or that technical errors might have happened that may cause chaos in our presentation."</i>		

Life and career skills help learners make informed decisions so that they can contribute to the development of their society through initiative and self-direction, flexibility and adaptability, productivity and accountability, social and cross-cultural skills, responsibility, and leadership (Briones, 2019). Self-confidence is important for improving students' communication skills, as it is also associated with and helpful in enhancing their life and

career skills. Based on these findings, there is a need for further assistance and guidance from teachers through increased exposure to public speaking, so students can practice more and become accustomed to presenting themselves to large audiences. If this is done, self-confidence can be developed in the process.

3.2 Impact of Integrative Performance Task on the 21st-Century Learning Skills

Information, Media, and Technology Skills

Table 6 clearly shows the advantage of strong technical knowledge and the ability to solve unexpected technological problems. The group solved an unexpected technological problem quickly and proceeded with their performance.

Table 6. *Enhancing the 21st Century Learning Skill in Information, Media, and Technology Skills Through Integrative Performance Task*

Section & Group Number	Statement	Code	21 st Century Learning Skill
Group 2: HUMSS-11 Kasilag	<i>"One of the biggest strengths of technical support was her technical knowledge and ability to troubleshoot quickly. This allowed us to quickly identify and resolve technical issues, ensuring a smooth and seamless performance."</i>	Strength in Technical Knowledge and Ability	Information, Media, and Technology Skills

Information literacy refers to the acquisition and competent handling of information from a wide range of sources, enabling its critical assessment. On the other hand, media literacy refers to understanding why and how media messages are created. ICT, or information, communications, and technology, refers to the utilization of technology as an instrument to research, sort, assess, and deliver information (American Association of Colleges of Teacher Education, 2010). Based on the findings, these learners are digitally literate, particularly in their use of technology to troubleshoot quickly. This might be because their generation is considered a digital native, adept at using technology. Hazar et al. (2021) explain that digital literacy refers to the ability to perform specific tasks in digital environments, such as using computers, reading and interpreting data, reproducing images and data through digital applications, and utilizing new information obtained from digital environments.

Learning and Innovation Skills

Table 7 shows that students have improved in the unexpected situations that they have encountered. The students also demonstrated their talents and skills, based on their own capabilities, such as editing, acting, and dancing.

Table 7. *Enhancing the 21st Century Learning Skill in Learning and Innovation Skills Through Integrative Performance Task*

Section & Group Number	Statement	Code	21 st Century Learning Skill
Group 1: HUMSS-Celerio	<i>"But despite the pressure, we had to improvise. The host decided to consider some of the answers that the audience had been barking at. On-the-spot decisions had to be made."</i>	Improvisation	Learning and Innovation Skills
Group 4: HUMSS-11 Kasilag	<i>"Everything was possible as we did everything with our very best effort and believed in our own capabilities."</i>	Showcasing Talents and Skills	
Group 5: HUMSS-11 Kasilag	<i>"We are delighted that some of us showed our skills in editing, acting, dancing, and good communication skills."</i>	Showcasing Talents and Skills	

There are various skills under learning and innovation skills. First is critical thinking and problem-solving, which refers to a skill that effectively evaluates and analyzes arguments, assertions, and beliefs, and finds creative and conventional solutions to a variety of unfamiliar issues. Second, are communication skills that effectively express ideas and thoughts through oral and written communication in a range of formats and situations. The third is collaboration, which refers to the ability to interact appropriately with a variety of people. Lastly, creativity and innovation refer to the use of a variety of ideas and techniques to make valuable thoughts (American Association of Colleges of Teacher Education, 2010).

Drawing on students' statements, it shows that they have learning and innovation skills through improvisation and the showcasing of their talents. In fact, learning and innovation skills include creativity and adaptability, enabling learners to resolve daily challenges and issues across personal, social, and academic domains (Briones,

2019). Thus, one of the bases for creativity is improvising and entertaining (Central Board of Secondary Education, 2020).

Communication Skills

Table 8 shows that students demonstrated their communication skills through their preparedness, organized presentations, and fostering collaboration and unity. The statements above show that practical communication skills lead to more organized planning and performance.

Table 8. Enhancing the 21st Century Learning Skill in Communication Skills Through Integrative Performance Task

Section & Group Number	Statement	Code	21 st Century Learning Skill
Group 1: HUMSS-11 Kasilag	<i>"Our presentation had its strengths because we were organized and well-prepared. Even before the big day for the presentation, we practiced."</i>	Preparedness	Communication Skills
Group 1: HUMSS-11 Kasilag	<i>"Even though we had errors, at least we had overcome them and ended it as it was planned."</i>	Organized Presentation	
Group 1: HUMSS-11 Kasilag	<i>"Collaboration and cooperation have topped our group in this project."</i>	Fostered Collaboration	
Group 2: HUMSS-11 Kasilag	<i>"We made sure to thoroughly prepare and rehearse our portion of the presentation, which helped each of us to avoid any mistakes or missteps during the actual presentation. This attention to detail also helped other members to ensure that their portion of the presentation was well-organized and easy to follow."</i>	Preparedness	
Group 5: HUMSS-11 Kasilag	<i>"I can say all my members contributed well. I had the advantage of seeing everyone else present and catching on to their strategies."</i>	Fostered Collaboration	
Group 4: HUMSS-11 Kasilag	<i>"Plus, everyone in our group exerted time, effort, their best, and did everything and anything we thought we could do."</i>	Fostered Unity	

Communication skills are the effective articulation of ideas and thoughts through written, oral, and nonverbal communication skills in different contexts and forms. Effective listening deciphers the meanings of values, knowledge, intentions, and attitudes. It uses communication for various purposes, such as instructing, informing, persuading, and motivating. It also refers to the use of multiple technologies and media, and knowing how to assess and judge their effectiveness and impact. Communication skills also include collaborating with others, demonstrating the ability to work effectively and respectfully with different kinds of teams. This includes the responsibility to work collaboratively and value the contributions of every individual in the team (Battelle for Kids, 2019).

Based on the findings, students' communication skills are demonstrated as they help each other as a group prepare and contribute, which might show how they inform, persuade, and motivate one another to work effectively through collaboration. In fact, some of these skills are collaboration, teaming, interactive communication, and interpersonal skills (Briones, 2019).

Life and Career Skills

Table 9 presents the statements above, which show that the integrative performance task benefits students' life and career skills. These skills are demonstrated through their agility, ability to stay calm under pressure, proactivity, positivity, and the importance of group collaboration, communication, and punctuality. These enumerated skills are important and should be learned and developed as early as possible because they are life and career skills that will help them to be ready for the future. These skills will help learners prepare for their chosen careers and cope and survive in this complex world.

Life and career skills have various aspects. First are flexibility and adaptability. Part of this is adapting to change in one's job responsibilities, roles, schedules, and context by working effectively in ambiguous, changing environments. On the other hand, flexibility involves incorporating feedback—praise, setbacks, and criticism—by understanding, negotiating, and balancing different views to develop effective solutions in a diverse environment. Second is initiative and self-direction, such as managing goals and time, working independently, and being independent learners. Third are social and cross-cultural skills, such as interacting effectively with

others and working effectively in diverse teams. Fourth is productivity and accountability, which involve managing projects and delivering results. Last is leadership and responsibility, which is about guiding, leading, and being responsible to others (American Association of Colleges of Teacher Education, 2010).

Table 9. Enhancing the 21st Century Learning Skill in Life and Career Skills Through Integrative Performance Task

Section & Group Number	Statement	Code	21 st Century Learning Skill
Group 1: HUMSS- Celerio	<i>"But despite the pressure, we had to improvise. The host decided to consider some of the answers that the audience had been barking at. On-the-spot decisions had to be made."</i>	Agility	Life and Career Skills
Group 2: HUMSS-11 Kasilag	<i>"Despite having a large audience, we were able to maintain our composure and deliver our portion of the presentation with confidence."</i>	Ability to Stay Calm Under Pressure	
Group 2: HUMSS-11 Kasilag	<i>"We realized that we could have been more proactive in offering others' ideas and suggestions, which would have helped to improve the overall quality of the presentation. We will make a conscious effort to be more engaged and proactive in future group projects. Each member participated and carefully followed the instructions that we had planned."</i>	Being Proactive	
Group 4: HUMSS-11 Kasilag	<i>"We cheered ourselves that it is alright to experience such problems."</i>	Being Positive	
Group 5: HUMSS-11 Kasilag	<i>"We realized the importance of group cooperation, communication, and time. To finish all your group's tasks, everyone needs to communicate with each other and share their opinions to function as a whole. It also reminds us that time is significant, and we must be punctual as always."</i>	Importance of Group Collaboration, Communication, and Punctuality	

Drawing on students' statements, their agility shows they are adaptable and flexible, maintaining their composure and making immediate decisions through improvisation during their ongoing performance. While they have experienced setbacks in their performance, these students have reflected and realized what they need to improve in the future. These show how learners can become accountable and responsible in their lives and careers (Briones, 2019). These life and career skills of the students also show how they respond positively to praise, criticism, and setbacks by being flexible (Battle for Kids, 2019). Their show of confidence and ability to stay calm under pressure indicates their potential, capabilities, assertiveness, problem-solving, decision-making, and determination to succeed (Chaiyama & Kaewpila, 2021).

4.0 Conclusion

Based on the findings of the study, it was found that the grade 11 students have more development needs in communication skills. However, it was also found that most of them have enhanced their communication skills in the integrative performance task, including their life and career skills. Overall, based on the statements of the grade 11 HUMSS students from their reflective essays as written in their portfolio regarding their integrative performance task, it was found that most of them have enhanced their 21st-century learning skills, specifically in communication skills and life and career skills. This suggests that integrative performance tasks can help enhance learners' 21st-century learning skills. These skills will help them prepare to survive in a complex world, become successful in life, and be productive citizens of their country.

With the current trajectory of decongesting the curriculum to emphasize foundational skills, this study proposes the incorporation of integrative performance tasks as quarterly, semesteral, or annual activities in schools. Such task may be planned through curriculum mapping by conducting meetings or professional learning communities to identify shared competencies and standards within and across subject areas. This intends to minimize students' workload to help them to appreciate the interconnected relevance of their subjects, and thereby effectively enhance their 21st-century learning skills. As reflected in the findings, this study suggests that the integrative performance tasks can be adapted by other schools by tailoring it to their specific contexts and needs as one of the ways on how to enhance students' 21st-century skills. Hence, the Department of Education and the Commission of Higher Education are also encouraged to consider this for their future policy development, which recommends it to schools for them to apply in their classrooms.

For further research, it is suggested to conduct a quantitative study since this research is qualitative in nature. This can also be further studied by applying a mixed-methods approach. It is also suggested to look into the

other grade levels and strands as participants or respondents. Nevertheless, this study hopes to contribute to the body of knowledge regarding the topic of 21st-century learning skills and integrative performance tasks.

5.0 Contributions of Authors

Author 1: Proposal writing, conceptualization, data gathering, and data analysis.

Author 2: Background of the study, data gathering.

Author 3: Background of the study, data gathering.

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7.0 Conflict of Interests

The authors declare no conflicts of interest regarding the publication of this paper.

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