

Metodología lúdico educativa para la motivación del aprendizaje en la asignatura Estudios Sociales

Playful educational methodology for motivating learning in the subject Social Studies

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RESUMEN: La motivación por el aprendizaje, es objeto de la formación Básica Superior en Ecuador desde la construcción de políticas que permitan al estudiante conocer a través del juego. Por lo que se propone una metodología lúdico educativa para la motivación del aprendizaje de la asignatura de Estudios Sociales, utilizando recursos que regeneren el aprendizaje, desarrollen habilidades cognitivas, y aumenten el entusiasmo por el estudio. Se adoptó un diseño no experimental, con enfoque mixto de investigación, con alcance descriptivo y correlacional para los niveles de estimulación intrínseca de los alumnos y se utilizaron métodos teóricos, empíricos y técnicas matemático-estadísticas.

Palabras clave: Aprendizaje; Motivación; Metodología educativa lúdica; Estudios sociales

ABSTRACT: Motivation for learning is a focus of upper basic education in Ecuador, thanks to the development for policies that allow students to learn through play. Therefore, a playfull educational methodology is proposed to motivate learning of the subject of Social Studies, using resources that regenerate learning, develop cognitive skills, and increase student enthusiasm. A non-experimental design was adopted, combining quantitative and qualitative methodologies, with a descriptive and correlational approach to assessing students' levels of intrinsic stimulation. Theoretical and empirical methods, as well as mathematical and statistical techniques, were used.

Keywords: Learning; Motivation; Playfull educational methodology; Social Studies

Introduction

The application of playful methodologies in the educational process has acquired great relevance by transforming the way in which training is given and received. It has not only allowed overcoming geographical barriers, but also facilitates access to a wide variety of resources and interactive tools that enrich the learning experience.

It is an arena where educators can employ innovative techniques to activate student participation, promote much more dynamic and personalized learning and explore new teaching modalities that impact both the acquisition of knowledge and skills as well as student motivation and engagement.

In the same way, the playful activity enables the development of the subject, facilitating the appropriation, internalization and construction of meanings and senses; it constitutes an area of human development favoring processes such as the desire to communicate, feel, create, interact and can be practiced at any stage of the student's training processes. Games can be present in the different stages of the learning processes, even more so in the life of the schoolchild that due to its evolutionary, cognitive, social process should be oriented to the playful, even into adulthood. (Yagüé & Conrado, 2018, p. 2)

Likewise, the educational environment where all the pedagogical practice is carried out must offer a welcoming environment, with pleasant spaces, reading, construction, between the teacher and the student, such contexts will allow the creation of pleasant situations, previously planned for the satisfaction of its participants.

That is why it is significant to address the difficulties faced by students in the tenth year of Higher Basic Education (EBS) in the subject of Social Studies, since during the previous cycle, disinterest and lack of motivation are observed, as well as other factors that hinder the learning process. Therefore, it is necessary to explore educational methodologies that can revitalize the interest and greater participation of students in the educational teaching activity.

Playful activity is understood as a superior category in which play is manifested as its fundamental form (Bravo, Díaz, & Campos, 2020, p. 3). Hence, the implementation of a playful activity is presented as an innovative solution to promote patriotic values, interest in learning and commitment to the subject Social Studies as it addresses the history of the nation. It is patriotic instruction of values, centered on the activity of man. Science that studies the relationship of man with man and with the environment in which he lives.

Thus, it presupposes an attractive way of learning and playing with their own ideas, facilitating the logical understanding of the historical content. A playful educational methodology is conceived to strengthen learning motivation in the subject of Social Studies; thus improving teaching results, students' cultural knowledge, and their appreciation for the customs and

traditions of the various regions of the country. By integrating these elements in the educational process, it is expected that learning will be more dynamic and attractive, thus generating a greater interest in history, geography, oratory, plays, and historical writing, promoting integration, confidence, and empathy.

Development

The study adopted a mixed approach, combining qualitative and quantitative methods, to obtain a comprehensive view of the phenomenon studied (Hernández & Mendoza, 2018) . The research design was non-experimental, which allowed the collection of data at a single moment in time, thus facilitating the analysis of the current situation of tenth-year EBS students.

From a descriptive scope, the motivation in learning the subject of Social Studies was detailed. In addition, theoretical methods such as the historical-logical one were used, which allowed to know historical antecedents and regularities in the use of ludic activities in the school environment of Ecuador.

Thus, inductive-deductive, hypothetical-deductive, analytical-synthetic and modeling methods were used. Empirical methods were fundamental to know the current state of tenth grade students through direct study, measurement and experimentation.

Documentary analysis was valid to study writings on ludic tools, academic motivation and other relevant constructs, as well as for the review of normative and curricular documents that project the teaching strategies of the educational institution. On the other hand, the survey conducted with students evidenced their knowledge about ludic activities and their influence on the levels of motivation towards learning in the subject Social Studies and on their academic performance, both in the initial and final stages, as well as criteria and evaluations on the topic addressed. Likewise, teachers recognize the usefulness of the use of playful methodologies in the teaching-learning process in surveys conducted.

Based on these statements, a playful educational methodology was designed, contextualized in the "Eugenio Espejo" Replica Educational Unit, located in district 12D01, Babahoyo canton, Los Ríos Province, Ecuador. To analyze the data collected, the mathematical-statistical method was used to perform a descriptive and comparative statistical analysis with in order to identify significant patterns and effects of the play activities on student learning and motivation.

Table 1 below lists the variables, dimensions, indicators and parameters for the theoretical foundation of the ludic educational methodology as a resource to strengthen motivation in learning the subject of Social Studies.

Table 1.

List of variables, dimensions, indicators and parameters established for the study.

Variables	Dimensions	Indicators	Parameters
Motivation for the learning process	Interest in the subject	Degree of interest shown by students in the subject of Social Studies.	Scale from 1 to 5 (1 = Very low interest; 2=low interest; 3=average; 4 high; 5 = Very high interest)
		Class participation	
	Enthusiasm for learning	Positive attitude towards proposed activities	Frequency of participation in related extracurricular activities (number of activities per month)
		Willingness to perform additional tasks related to the subject matter	
	Willingness to use recreational tools	Frequency with which they use playful activities to learn	Scale from 1 to 5 (1=Very low willingness; 2=Low willingness; 3=Medium willingness; 4=High willingness; 5=Very high willingness)
		Perception of the usefulness of these tools in learning	
Activities Playful	Educational methodology ludic	Inclusion of gamified elements (points, levels, rewards)	Total number of gamified elements implemented
		Variety of educational resources used (videos, interactive games, forums)	
	Student Interaction and Participation		Average number of accesses per week
		Participation in forums and interactive activities.	
	Satisfaction with the methodology applied	Opinions on the overall experience of the recreational activities.	Scale from 1 to 5 (1 = Very dissatisfied; 2=dissatisfied; 3=half satisfied; 4=satisfied; 5 = Very satisfied).
		Evaluation of the content and methodology used.	
		Comparison of grades before and after implementing play activities	Percentage change in grades

	Impact on motivation within the academic area.	as a new way of teaching.	
		Improvement in the understanding of key concepts in the subject of Social Studies.	

Source: Self elaboration

Different techniques were used for the analysis, interpretation and discussion of the results. The empirical instruments were designed, validated, applied and processed, in a simple random sampling, identifying a population of 65 students of the tenth year of EBS, the selection criteria were considered as follows:

- That they are in the tenth year of EBS.
- Interest in the subject of Social Studies.
- That the students have access to digital devices, as well as the predisposition to participate in this new teaching methodology.

It was important to have the informed consent of both the students and their parents or legal guardians to participate in the study, thus guaranteeing research ethics. On the other hand, in order to validate the instrument designed and to study the students' motivation towards learning in the educational context, a survey was implemented.

The results confirmed the relevance of the questions, which were conceived in a clear and accessible way for the population under study. In addition, it was found that the average response time ranged between 10 and 15 minutes, a range considered reasonable and adequate to ensure active participation and quality of responses. This result suggests that both the format and length of the survey were appropriate for the purpose of the study, thus supporting the relevance and validity of the instrument.

This being so, the absence of difficulties in its application and the optimal response time reinforce the reliability of the instrument as an effective tool for collecting meaningful data on students' motivation in the educational setting.

When the survey was applied to the sample selected for this study, the data obtained revealed that in the first question related to the use of games to make classes more fun, 84.8% of the students learned Social Studies by means of playful games applied by their teacher during class hours.

This determined that the social studies classes are interactive and playful games are applied for dynamic and meaningful learning. A 15.2% of the students indicated that playful games are used only sometimes by teachers.

On the other hand, the second question refers to whether in the class, the teacher teaches in different ways so that they understand the subject he/she explains, where 90.9% of students voted in the alternative that always the teacher for the Social Studies class, makes use of diverse active methodologies for the teaching and learning process. 9.1% of the students responded that their teacher uses this active procedure only sometimes. No student indicated that the teacher never uses this type of active methodologies.

Similarly, the opinion of teachers on the application of playful methodologies to motivate their tenth grade students was assessed, 100% of teachers recognize that the integration of these activities not only facilitates access to varied educational resources, but also allows personalizing learning and adapting it to the individual needs of students. In addition, they facilitate a much more dynamic and attractive environment, which can significantly increase students' interest and participation in the subject.

However, 60% of teachers express concerns about the need for adequate training to use these educational tools effectively. The successful implementation of technologies in the classroom is very important, if teaching is required in a more practical and fun way, since these resources would serve not only access to devices and internet connection, but also a preparation to integrate these tools into their pedagogical practice in a meaningful way.

Regarding question 1, related to the ludic strategies developed by teachers to guide students in the Social Studies classrooms, 30% indicated that they use them, while 70% stated that they do not use them. On the other hand, when asked why they do not use them, they say that they are not indicated and that they do not have the time to study new playful methodologies and apply them.

Question 2, on the other hand, is aimed at going deeper into the limitations for working with technological instruments and applying play methodologies, pointing out the following aspects, among others: poor knowledge of the use of technology, insufficient resources in the educational institutions, lack of motivation of students, lack of support, etc. In summary, it is evident that most of them do not use them.

In summary, it is evident that most of the teachers surveyed do not use this teaching tool for student orientation. Therefore, it is considered that there are affectations in the object of study. Thus, the teacher in the classroom should motivate students in the teaching process to obtain significant learning.

Certainly, the contrast observed in the results of the statistical analysis shows the growing dissatisfaction of students with respect to traditional teaching methodologies, since many consider the classes to be unattractive and disconnected from their interests and daily realities.

From the above analysis of the diagnostic results, the following opportunities, strengths and weaknesses are specified:

Opportunities: Social requirements and demands require adequate training in learning for the socioeconomic development of the country.

Strengths: Willingness of teachers to carry out a dynamic and fun teaching process.

Weaknesses: Poor preparation of teachers for the development of motivation. Insufficient knowledge of playful techniques or resources. Little collaboration for the development of playful methodologies in the classroom.

Threats: In education it can affect learning, student participation, and the quality of teaching.

Methodological proposal.

The methodology presented facilitates the implementation of the ludic activity in the teaching-learning process of the subject Social Studies so that students are active participants in teaching activities that will allow them to learn in a different, more practical and less monotonous way.

The concept of methodology is assumed as: "...a systemic sequence of stages, each of which includes mutually dependent actions or procedures that allow the achievement of certain objectives" (De Armas & Valle, 2011, p. 45). In addition, the criteria given by De Armas and Valle (2011) have been considered to determine the elements that the presentation of a methodology should have as a scientific result.

The pedagogical problem of the educational system: lack of playful didactic methods, which do not allow the development of skills with performance criteria in students, and which hinders optimal learning.

The application of playful activities in the educational process is intended to provide a possible solution to the problem found, in order to change the traditional way of teaching Social Studies, which prioritized rote learning and did not contribute positively to teaching. That is why it is required, through this proposal, that students are more participatory, leaving aside shyness, lack of self-confidence, or lack of interest in the subject.

We can mention different types of games for the teaching-learning process through the methodology proposed with group dynamics.

Objectives of group dynamics

Group dynamics are collective activities that have the following objectives:

- Promote integration among the members of a group.

- Strengthen trust among group members.

- Develop empathy, understanding and appreciation for the work of others.

- To actively participate in a group dynamic, it is recommended:

- Show interest and commitment.

Plays: Prepare a play about an important event in history.

The homemade trivia game to review history and geography: The homemade trivia game to review history or geography can be done with questions and answers on these topics. It can be played individually or in teams.

Group dynamics with roles of speaker, challenger and fortune teller: Group dynamics with roles of speaker, challenger and fortune teller is a game that promotes social and emotional learning.

Dramatization: We consider that dramatization is an important means that allows us to achieve a more fluid communication with other people, also allowing the development of artistic skills of those who put into practice this playful strategy.

Letters: Write a letter to a character from the past; researching about his or her life, customs, what was his or her contribution or relevance in the past.

- Workshops: Workshops on social research.

Social research workshops are interactive activities that help students learn how to design and execute research projects. Workshops may include breakout sessions, questions, resources, and tips.

Objectives of social research workshops

Learn to apply theory and methods to generate new knowledge.

To learn about epistemological issues in research

To learn how to design research

To understand the logic of research results

To learn to construct research procedures and instruments

Characteristics of social research workshops

They are participatory activities

They include working sessions

They include questions

Importance of social research workshops

They help students develop skills to conduct social research.

Other activities: Lectures, Debates.

1. A productive debate is useful for adolescents to learn to manage emotions and work on positive expression, even in difficult situations. They learn to have difficult conversations calmly, without turning them into an argument or trying to insult the other person. People who can debate and listen to their opponents develop more of the skills needed to become leaders in the classroom and workplace.
2. Language games. Form of basic learnings for verbal communication.
3. Language games as playful activities that help develop verbal communication, vocabulary, and language comprehension.

Other activities to develop oral expression

- ✓ Watching plays.
- ✓ Singing and learning songs.
- ✓ Playing “let's go shopping” activity.
- ✓ Playing at imitating a character in a movie.
- ✓ Stimulate debate.
- ✓ Oral presentation of work.

The integration of playful elements in education maintains interest, personalizing learning and adapting to individual needs within the group, which is why it has emerged as an innovative

strategy that transforms the learning process, influencing participation and commitment. In addition, it generates effectiveness and guarantees the motivation, participation and satisfaction of tenth grade students in the subject of Social Studies.

The results obtained showed the positive impact of the methodology on the participation and motivation of students in learning the subject of social studies, which suggests that this proposal is effective in improving educational processes in various disciplines.

Conclusions

The considerations based on the above allow us to conclude that the design of the playful educational methodology for learning motivation in the subject of Social Studies favors the use of resources to achieve a greater stimulation for learning, for the development of cognitive skills, and increases enthusiasm for study in a pleasant way for the student. This includes the participatory diagnosis to know tastes and preferences for learning and achieve the exchange of criteria and dialogue, thus improving teaching results.

It also favors motivation for learning, in a climate that renews and stimulates knowledge. The game as an activity contributes to the development of action, decision, interpretation and socialization of the student, also awakens interest in understanding the contents, and also allows them to develop skills, abilities, values and externalize feelings and emotions, thus reinforcing their emotional intelligence to learn and actively participate in classes. It will also help to dynamize relationships within the classroom, as well as reinforce the student's self-concept and deploy knowledge as a team.

For the teacher, the use of the playful educational methodology improves the teaching-learning process, and transforms the teacher's vertical discourse, benefiting communicative, affective and empathetic relationships between teachers and students, becoming a valuable strategy for the establishment of a pleasant climate in the educational process from the playful activity and the methodological possibilities of teamwork.

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