# The Use of Puzzle in Teaching Geography for Kindergarten Pupils

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## Abstract

The research study titled "The Use of Puzzle in Teaching Geography for Kindergarten Pupils" aimed to investigate the impact of incorporating puzzle maps in teaching geography to Kindergarten 2 pupils. The study aimed to identify the level of engagement of the kindergarten pupils before and after the intervention. It also sought to determine if there was a significant difference in pupils' engagement before and after using a puzzle map. A mixed method approach was used, with pupils' engagement checklists administered before and after the intervention to measure how pupils engaged in the class. A puzzle map was developed by the researchers, which consisted of the seven (7) administrative districts of Iloilo City: City Proper, Jaro, Lapaz, Lapuz, Mandurriao, Molo, and Villa Arevalo. The intervention incorporated a combination of conventional teaching techniques and puzzle-based instruction. Data collection involved observing pupils' engagement levels by the use of a checklist and analyzing test scores statistically. Overall, the research study focused on determining the level of pupil engagement in geography class, both before and after the intervention. Before the intervention, students showed low engagement, with a mean score of 20.88, indicating ritual compliance. In post-intervention, the average engagement score rose to 31.71, reflecting a shift to strategic compliance. The findings of the study indicated that the intervention had a significant difference in students' engagement. The pupils' engagement shifted from ritual compliance to strategic compliance, resulting in a notable improvement in their overall engagement levels. Analysis of themes revealed three themes, namely: (1) Positive pupils' engagement, (2) positive attitude towards learning, and (3) collaboration and peer learning. The study concluded that incorporating puzzle-based learning in geography education significantly enhanced students' engagement, interest, and participation in class.

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