

UTILIZATION OF A DIGITAL SIMULATION GAME IN TEACHING FOOD AND NUTRITION IN HOME ECONOMICS

ABSTRACT

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A digital simulation game allows learners to engage with scenarios that resemble real-world situations. Many contemporary learners are familiar with technology and video games, therefore, instructional materials that are relatable and easy to use may help sustain their attention and engagement. The study employed a quasi-experimental research design to determine whether students' scores differed before and after the use of a digital simulation game as instructional material. Data were analyzed using percentage distribution, weighted mean, and a z-test to determine statistical significance. These procedures were used to evaluate game-based learning in Home Economics. Most respondents were 13 years old, and 60% were male. Students who used the digital simulation game obtained the highest weighted-mean rating, indicating strong agreement that the game supported their learning in Home Economics. A significant difference between pretest and posttest scores was reported. The negative z-score (-2.386) was interpreted as indicating that posttest scores were, on average, higher than pretest scores and that the null hypothesis was rejected. The findings support the use of the digital simulation game as a game-based instructional material for improving students' knowledge of Home Economics. Integrating interactive activities into the curriculum may promote engagement and interest by making learning more enjoyable and dynamic.

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