

Effectiveness of Strategic Intervention Materials in the Improvement of the Least Learned Skills in Araling Panlipunan 3

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Abstract —The study evaluates the effectiveness of strategic intervention materials in the improvement of the least learned skills in Araling Panlipunan 3. Utilizing the quasi-experimental research design employing the pre-test and post-test in Araling Panlipunan. Simple Percentage, Weighted Mean and t-Test of Mean Difference were the statistical tools used. Results of the study revealed a significant difference in the pre-test and post-test performances of the Grade 3 pupils in Araling Panlipunan before and after the utilization of strategic intervention materials. The strategic intervention materials which are interactive, attractive, colorful and interesting motivates the pupils to learn more and achieve educational goals to improve the least mastered skills in Araling Panlipunan. Thus, the strategic intervention material is an effective learning support materials in improving the least learned skills in Araling Panlipunan.

Keywords — *Effectiveness, Strategic Intervention Materials, Least Learned Skills, Araling Panlipunan*

I. Introduction

The K-12 Araling Panlipunan made use of the objective of the “Education for All 2015” and K-12 Philippine Basic Curriculum framework as its guideline in the curriculum. The curriculum aims to have competencies necessary for the 21st century so that they will be able to produce a “functionally literate and developed Filipino”. To be able for the goals to be achieved, the K-12 curriculum of Araling Panlipunan intend to mold an individual that is ‘*mapanuri, mapagmuni, produktibo, makakalikasan, makabansa, at makatao na may pambansa at pandaigdigang pananaw at pagpapahalaga sa mga usaping pangkasaysayan at panlipunan*’. The objective of teaching K-12 Araling Panlipunan is to develop learners’ understanding in primary knowledge on aspects of historical, geographic, political, and economics issues together with other social disciplines in order for them to put into practice the pillars of learning such as the learning to know, learning to do, learning to be and learning to live together. The curriculum gives more

emphasis in the understanding of the course rather than in memorizing concepts and terminologies (DepEd, 2013).

The learners should be provided in abundance with objects to look at, touch, examine and experiment upon. The object chosen should be those which will satisfy his wants and desires and keep him aroused (Alexander, 2013). One important dimension in teacher education that is getting a lot of attention is related to the use of instructional materials. Instructional materials are those materials used by a teacher to simplify their teaching. They include both visual and audio-visual aids and could either be concrete or non-concrete (ALshammari, 2015).

Moreover, Social Studies offer us important opportunities to know what is happen in, where, when and how, making our understanding positive value, social studies help in promoting, traveling experience and clearly show the interrelationship and interdependence between man and places above all, it is clearly shown the world is dynamic rather than a static, social studies as a subject seek to solve the problems of the society and give clear insight into the problems of man and his environment (Goldberg, 2010).

The last 50 years have seen huge growth worldwide in the provision of education at all levels. COVID-19 is the greatest challenge that these expanded national education systems have ever faced (Education and the COVID-19 Pandemic Published April 20, 2020). This pandemic has caused an unprecedented crisis in all areas. In the field of education, this emergency has led to the massive closure of face-to-face activities of educational institutions in more than 190 countries in order to prevent the spread of the virus and mitigate its impact (ECLAC, 2020).

Effective teachers can acclimatize instructions in their modules to meet the needs of each student. Teachers are encouraged to make adjustments to the curriculum, modify ways of approaching various problems associated with the topic, and fine-tune the product based on the levels of readiness. They're also required to discern a student's interest in a particular subject and the learning curve of every schoolchild. Effective teaching of social studies involves the incorporation of a variety of techniques in the instructions given to students, the way they are grouped and the assessment method used since not all students learn the same thing at the same time using a similar approach (Lewis & Thompson, 2012).

Mastering the Learning Competencies in Araling Panlipunan is expected to contribute to the development of a holistically developed citizen who is aware and knowledgeable of and critically analyzes current social issues and concerns in the local as well as in global level. This awareness is an enlightened one and so leads him/her to respond ethically and participate actively in the resolution of these issues and concerns (Corpuz and Salandan, 2015). Thus, teachers have to see to it that pupils are able to master the skills for the grade.

However, in the last two grading periods of implementing the blended learning, it was found out during the 3rd and 4th quarter of school year 2021-2022 that there are pupils who were not able to master the skills in Araling Panlipunan. Among the 14 skills, 5 of which were not

mastered. Upon looking into the materials used to measure their performance, there are those activities which are hard for the pupils to conceptualize due to lack of materials. In line with this, the researcher being the subject teacher has thought of intervention on how he will make the learning easier. He thought of crafting an interactive strategic intervention material (SIM) which will assist the pupils in working for their activities. The researcher believes that through the utilization of these materials, performance of the pupils will be improved and least learned skills will be mastered.

As stated in Section 2 Article IV of the Code of Ethics for Professional Teachers mandates that every teacher shall make the best preparations for the career of teaching and shall always be at his best and in the practice of his profession. So, SIMs will be adopted as instructional materials for teaching Araling Panlipunan to facilitate and improve performance (Dy, 2014).

Bunagan (2014) defined Strategic Intervention Material (SIM) as instructional material meant to re-teach the concepts and least learned skills. It is a material given to students to aid in mastering the competency-based skills, which they are not able to develop in regular classroom instructions. SIM is a multifaceted approach to aid the students, especially those who are non-performing, to become independent and successful learners (Dacumos, 2016). The SIM that the researcher formulated is an interactive SIM where pupils will be the one to manipulate the computer or do the activities in it. This is a form of hands-on activity where pupils can interact and enjoy while doing the activities in AP.

Most of the SIMs used in teaching are in slide presentation software such as PowerPoint. Potential benefits of using presentation graphics include engaging multiple learning styles, increasing visual impact, improving audience focus, providing annotations and highlights, analyzing and synthesizing complexities, enriching curriculum with interdisciplinarity, increasing spontaneity and interactivity, and increasing wonder (Commonwealth of Learning, 2018). However, Eber (2016) revealed that integrating technology in teaching can be hindered by many factors like (1) there should be constant source or alternative power supply in order to have a steady use of electricity. Irregular power supply caused damages of Information and Communication Technology (ICT) equipment; (2) ICT tools like phones, laptops, ipads, tablets and even internet network services are expensive and not easily affordable; (3) knowledge in the use of computer and other ICT facilities is a skill not learned by some teachers; (4) poor or no connection of certain places is still a reality in the region which hinder the effective use of ICTs in teaching.

Since not all the time there is a constant supply of power in the areas of the students, teachers should always be ready every time there is a power outage. The use of SIM with technology integration should be backed up with print SIM to avoid interruption in teaching. Meanwhile in remote areas where power supply is not available, print SIMs are the best intervention materials to be used in remediation. If internet connection is not available also, textbooks, encyclopedias, dictionaries and other printed materials can be used as additional references. For teachers not much equipped in the use of technology, creativity and resourcefulness

are the best alternative. Aside from that, it is better if the SIM is made up of recycled materials (Strategic Intervention Materials (S.I.M.) For A Change, 2017).

With all the reasons mentioned above relating to the pupils' performance in Araling Panlipunan, the researcher used interactive SIMs as intervention material to be brought by the students and will be used at home while in the implementation of blended learning. The interactive SIMs that were used look like a mini-book with activities where pupils have to work on the activities provided. These strategic intervention materials in Araling Panlipunan are new and expected to address the needs of the pupils for mastery of the lessons. Thus, it is in this premise that the researcher who is currently a Grade 3 teacher in the L. Cabahug Elementary School of Ormoc District VII, would like to delve into worthy research undertakings that will benefit the school he is currently teaching and that of his Graduate Program he is enrolled at.

This study evaluates the effectiveness of strategic intervention materials in the improvement of the least learned skills in Araling Panlipunan 3 in L. Cabahug Elementary School of Ormoc District VII, Ormoc City Division for School Year 2022-2023. The findings of the study were bases for the proposed improvement plan.

Specifically, this study sought to answer the following questions:

1. What is the pre-test performance of the Grade 3 pupils in Araling Panlipunan before the utilization of interactive strategic intervention materials (SIM)?
2. What is the post-test performance of Grade 3 pupils in Araling Panlipunan after the utilization of interactive strategic intervention materials (SIM)?
3. Is there a significant difference in the pre-test and post-test performances of the Grade 3 pupils in Araling Panlipunan before and after the utilization of interactive strategic intervention materials (SIM)?
4. What improvement plan can be proposed based on the findings of this study?

II. Methodology

Design. This study employed the quasi-experimental research design utilizing the pre-test and post-test to evaluate the effectiveness of strategic intervention materials in the improvement of the least learned skills in Araling Panlipunan 3 for School Year 2022-2023. L. Cabahug Elementary School of Ormoc District VII, Ormoc City Division is the main locale of the study. The 32 Grade 3 pupils enrolled in the said locale for School Year 2022-2023 are the main respondents of the study and a researcher-made test in Araling Panlipunan conducted during the diagnostic test was used. The researcher identified the least learned skills and craft strategic intervention materials to be used by the pupils. This research is focused on evaluating the effectiveness of strategic intervention materials in the improvement of the least learned skills in Araling Panlipunan 3 through the pre-test and post-test and its significant difference. A Proposed Improvement Plan based on the findings of the study is the output.

Sampling. There are 32 Grade 3 pupils involved in this study. The research instruments, which is a test, were distributed and administered face-to-face with consent from the Local IATF and strictly following the prescribed Health Protocol.

Research Procedure. The researcher prepared the research design and tools to be utilized in the study. Approval and recommendation from the Panel of Examiner of the Graduate Studies was sought. A letter request to conduct this study was forwarded to the Office of the Schools Division Superintendent. Upon approval, permission from the District Supervisor and School Head was secured before the actual gathering of data. Orientation of the participants and administration of the pre-test was done face-to-face after the approval of the permit from the parents of the respondents. After accomplishing the pre-test, intervention was given within four weeks. The utilization of the strategic intervention materials in Araling Panlipunan was employed as intervention to improve the least learned skills of the subject.. After the four-week intervention, a post-test was administered. Results of the tests were collected. Data were tallied and submitted for statistical treatment. Analysis and Interpretation of Data. Making of Proposed Training Plan followed.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the Schools Division Superintendent of the Division, District Supervisor, and School Head. Orientation of the respondents was done using face to face modality. In the orientation, issues and concerns were addressed and consent to be included in the study were signed.

Treatment of Data. The Simple Percentage was employed to evaluate the pre-test and post-test of the Grade 3 pupils in Araling Panlipunan. **t-Test of Mean Difference** was used to determine the significant difference in the pre-test and post-test performances of the Grade 3 pupils in Araling Panlipunan.

III. Results and Discussion

Table 1
Pre-Test Performance of Grade 3 Pupils in Araling Panlipunan

Score Range	Description	PRETEST	
		Frequency	%
25-30	Excellent	0	0
19-24	Very Good	0	0
13-18	Good	3	9
7-12	Fair	29	91
1-6	Poor	0	0
Total		32	100
Weighted Mean		11.38	Good

Table 1 presents the pre-test performance of Grade 3 pupils in Araling Panlipunan. It was revealed on the table that among the 32 Grade 3 pupils, 3 or 9% got the score of 13-18 which is interpreted as good, and 29 or 91% of the pupils got the score of 7-12 which is fair. Moreover, the pre-test performance of the Grade 3 pupils in Araling Panlipunan has a weighted mean of 11.38 which is interpreted as good. This means that all pupils did not meet the required mastery level and mastery the skills were not attained. This implies that the skills previously learned by the pupils were not retained or remembered by them hence their scores are low. Learning the lessons most especially in Araling Panlipunan in times of pandemic was hard knowing that most of the pupils can hardly read and understand the passages given. It is a sad quite reality that pupils find Araling Panlipunan as a boring subject. Primarily, it deals with history, economics, politics, constitution, and society. The contents are highly objective in nature that it should be taught in an exact and comprehensive way. So, teachers struggle to motivate learners and must make information relevant to the experiences of the learners (Press Reader, 2017). With this, teachers have to formulate strategies on how to make Araling Panlipunan an attractive subject to be learned and to make it easier for the pupils to understand the concept.

Table 2
Post-Test Performance of Grade 3 Pupils in Araling Panlipunan

Score Range	Description	POST-TEST	
		Frequency	%
25-30	Excellent	31	97
19-24	Very Good	1	3
13-18	Good	0	0
7-12	Fair	0	0
1-6	Poor	0	0
Total		32	100
Weighted Mean		27.40	Excellent

Table 2 presents the post-test performance of Grade 3 pupils in Araling Panlipunan. It was revealed on the table that among the 32 Grade 3 pupils, 31 or 97% got the score of 25-30 which is interpreted as excellent and 1 or 3% got the score of 19-24 which is interpreted as very good. This means that after the utilization of strategic intervention materials in Araling Panlipunan, the performance of the pupils has increased. This implies that the strategic intervention materials have helped the pupils in understanding the concepts convey in the lesson through the activities provided in the material.

Moreover, it was also revealed on the table that the post-test performance of the Grade 3 pupils in Araling Panlipunan after the utilization of strategic intervention materials has a weighted mean of 27.40 which is interpreted as excellent. This means that after the utilization of strategic intervention materials, the performance of the pupils increased. This implies that the materials provided by the researcher is learner-centered whereby allowing them to explore their knowledge through the activities provided in the materials. The approval of the Republic Act (RA) 10533 which is the Enhanced Basic Education Act of 2013 that provides that education should adhere to the standards and principles in developing enhanced basic education curriculum by being contextualized and global as well as by being culture-sensitive. The curriculum should also be flexible enough to enable and allow schools to contextualize and enhance the same based on the respective educational and social contexts. The production and development of locally produced teaching materials shall be encouraged. Through that, the researcher responds to the law brought to deliver quality education. The context of preserving local culture and tradition of the community is the most accessible way to make teaching yields positive learning. The educative process becomes significant if the educational and social context should be put as a priority because it is familiar and connected to the learners. The production of contextualized materials was given emphasis by the law.

Table 3
Test of Difference Between the Scores in the Pre-Test and Post-Test
of Grade 3 Pupils in Araling Panlipunan

Aspects	Test Scores		Computed T	Critical T	Decision	Interpretation
Grade 3 in AralPan	Pre	11.38	2.156	0.342	Reject H ₀	Significant
	Post	27.40				

Table 3 presents the test of difference between the scores in the pre-test and post-test of Grade 3 pupils in Araling Panlipunan. It was revealed on the table that the computed value of t of 2.156 is greater than the critical value of t which is 0.342, so null hypothesis is rejected. The weighted mean in the pre-test performance of 7.94 had increased after the utilization of strategic intervention materials and the weighted mean had reached to 27.40 in the post-test. This means that there is a significant difference in the pre-test and post-test performances of the Grade 3 pupils in Araling Panlipunan before and after the utilization of strategic intervention materials. This implies that the intervention was effective in improving the least learned skills in Araling Panlipunan. According to Davion (2017), teachers can increase students' motivation to learn. While students may have an innate desire to learn, the external support provided by the teacher has a significant impact on students' learning. The teacher's role in motivation includes, but is not limited to, creating an environment conducive to learning. The teacher's role in encouraging support of students' autonomy, relevance, and relatedness of the material increases motivation to learn. Additionally, the teacher's ability to develop students' competence, interest in subject taught, and perception of self-efficacy are all important factors that influence students' motivation to learn. One way of motivating pupils to learn is through the provision of interactive instructional materials. The strategic intervention materials which are interactive, attractive, colorful and interesting motivates the pupils to learn more and achieve educational goals to improve the least mastered skills in Araling Panlipunan.

IV. Conclusion

Results of the study revealed a significant difference in the pre-test and post-test performances of the Grade 3 pupils in Araling Panlipunan before and after the utilization of strategic intervention materials. The strategic intervention materials which are interactive, attractive, colorful and interesting motivates the pupils to learn more and achieve educational goals to improve the least mastered skills in Araling Panlipunan. Thus, the strategic intervention material is an effective learning support materials in improving the least learned skills in Araling Panlipunan.

V. Recommendations

1. The proposed improvement plan formulated should be utilized;
2. Teachers should try themselves to formulate strategic intervention materials as supplementary materials to improve the least learned skills in Araling Panlipunan;
3. Teachers should motivates the pupils to attentively work on their activities in Araling Panlipunan and never ignore the subject for this will help them achieve educational goals;
4. Teachers should motivate the pupils to improve their interest in learning the lessons in Araling Panlipunan;
5. Teachers should carefully plan the activities to be given to the pupils during their lessons in Araling Panlipunan;
6. Teachers should prepare activities which will boast their interest in learning the subject;
7. School Heads should assist their teachers in the teaching-learning process through the provision of materials for the construction of learning materials for the pupils;
8. School heads should provide the teachers with appropriate technical assistance for the pupils to have increase their learning interest in Araling panlipunan;
9. School Heads should assist the teachers in motivating the parents to assist them;
10. School Heads assist the teachers in the crafting of strategic intervention materials;
11. School heads should require the teachers to submit their strategic intervention materials for quality assurance; and
12. Future researchers should replicate this study to include different locale and include different variables aside from the mentioned in this study.

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AUTHOR'S PROFILE



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The author is Mr. Michael T. Maingque. On July 13, 1997, he was born in District 28, Brgy. Malbasag, Zone 4, Ormoc City, Leyte. He's presently residing in District 28, Brgy. Malbasag, Zone 4, Ormoc City, Leyte. He finished his elementary education at Ormoc City Central School, Carlos Tan St., Ormoc City, Leyte in the year 2009-2010 and continued his quest for education and was able to finish his secondary education at New Ormoc City National High School, Ormoc City, Leyte in the year 2012-2013. He enrolled and finished his Bachelor in Elementary Education at Eastern Visayas State University – Ormoc City Campus in the years 2017-2018. He took up a Master of Arts in Education major in Elementary Education with complete academic requirements at Western Leyte College of Ormoc City, Inc.

He had been teaching for almost three years and was a teacher at L. Cabahug Elementary School. He was at L. Cabahug Elementary School for 3 years, handling Grade I for 5 months, and now he is teaching as Grade III Adviser. He also attended a series of webinars/seminars and training to increase his professional growth as a teacher.